

TTTTYY

14 Heathland Road, London, N16 5NH

Inspection dates	18–20 November 2014
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Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Inadequate	4
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4
Early years provision	Inadequate	4

Summary of key findings

This is a school that is inadequate because:

- Pupils' achievement is inadequate because the seven required areas of learning are not covered in sufficient depth. This includes physical, technological and scientific development.
- Pupils' achievement in mathematics and English is inadequate because the expectations of what pupils should achieve for their ages are too low. Opportunities for mathematical problem solving and extended writing are too few.
- The quality of teaching is inadequate. Teachers do not have sufficient subject knowledge for teaching the secular (*Chol*) aspects of the curriculum. They do not have sufficient information about pupils' achievement to ensure work is set at the right level. Resources to support pupils' learning are inadequate. Weaknesses in teachers' marking do not help pupils to know how they can make improvements.
- Checks on teaching and learning by senior leaders are not rigorous enough and so teachers are not given enough help to improve their teaching.
- Pupils' social and cultural development is inadequate. They do not learn about other faiths and cultures in any depth. Pupils are not sufficiently involved in the wider community to prepare them well enough for life in modern Britain.
- Safeguarding is inadequate. The school's single central record shows that not all the required checks on the suitability of staff to work with children have been undertaken. At the start of the inspection leaders had not revised the child protection to meet the latest statutory guidance.
- The Early Years Foundation Stage is inadequate because the checks made on staff do not meet the statutory requirements.
- Leaders and governors do not review the school's effectiveness to secure improvement and ensure that all the Independent School Standards are met.

The school has the following strengths:

- Pupils' progress in *Kodesh* (religious studies) is good because staff have high levels of subject knowledge and teaching expertise.
- Pupils have positive attitudes to learning. They are polite, courteous, and show respect to one another, to staff and to visitors. Pupils have good opportunities to reflect on their faith and their place in the local community.
- Induction arrangements into the early years are good and children quickly settle into school routines. Children are well cared for and adequately taught in all the required areas of learning.
- Strong links between home and school support pupils' learning, particularly for children in the early years.

Compliance with regulatory requirements

- The school must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England)

(Amendment) Regulations ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- The inspection was conducted with one day's notice.
- The inspectors observed 15 lessons at all key stages, listened to a group of pupils reading and scrutinised samples of pupils' work across a range of subjects.
- Discussions were held with governors, the headteacher, the deputy headteacher, the head of *Chol* (secular studies), the special educational needs coordinator, and head of nursery and two representative groups of pupils.
- School policies, documents and records were perused and discussed, including those related to safeguarding.
- The inspectors took account of the results of surveys from 15 staff and 62 paper-based questionnaires from parents and carers based on the Ofsted's Parent View online survey.
- Two of Her Majesty's Inspectors made a further one day visit to the school to gain additional evidence on 5 February 2015. Discussions were held with the Head of *Chol* (secular studies), head of nursery, two pupils and other staff. Visits were made to all classrooms on both sites. School policies and documents, including the single central record of recruitment checks, and a range of pupils' work were scrutinised.

Inspection team

Jonathan Yodaiken, Lead inspector	Additional Inspector
Nathaniel Lieberman	Additional Inspector
Angela Corbett	Her Majesty's Inspector
Debbie Clinton	Her Majesty's Inspector

Full report

Information about this school

- Talmud Torah Toldos Yakov Yosef School (TTTTY) was established in 1986, and is situated in the heart of the Jewish community in Stamford Hill, Hackney, North London. It is an independent *Charedi* (strictly orthodox) Jewish boys' school.
- Most of the boys belong to the Square Chassidic community. The majority of pupils come from Yiddish speaking homes and speak English as an additional language. *Kodesh* is taught in Yiddish and *Chol* is taught in both English and Yiddish.
- The school is open six days a week, and the majority of time is spent on the teaching of *Kodesh* studies. Most *Kodesh* lessons provide a cross-curricular dimension, whereby many *Chol* curriculum targets are met.
- Currently there are 189 boys on roll, of whom two have a statement of special educational needs. There are 42 children in the early years, all of whom attend full time.
- The school is on a split site, with the Nursery to Year 3 in one building, and Years 4 to 7 at a different location. Both buildings are large Victorian properties, with the one for younger pupils adjoining a synagogue.
- The school is founded on the principle of providing a solid orthodox Jewish education, without compromising the need for essential *Chol* studies. The school's aims are 'to nurture the best qualities in each pupil. Staff will guide them in the way to maximise their potential as community members within modern Britain, embedding the best in British values as supported by the Torah ethos of the school'.

What does the school need to do to improve further?

- Improve the quality of teaching and so raise pupils' achievement by:
 - ensuring there are sufficient resources to deliver all aspects of the *Chol* curriculum, including in the early years
 - ensuring that staff have the required subject expertise for teaching the *Chol* curriculum
 - establishing a system for assessing and tracking pupils' progress in the secular aspects of the curriculum
 - ensuring teachers use information on pupils' achievement to plan activities that are set at the right level so that they build on their skills
 - ensuring that marking identifies clearly what pupils need to do to improve their work so that they all make consistently good progress
 - ensuring that all the independent school standards for the quality of teaching are met
- Improve the *Chol* and personal development aspects of the curriculum by:
 - reviewing the curriculum and ensuring there is a secure framework for learning in place that provides sufficient depth and progression for pupils of all ages and abilities
 - ensuring that teachers are provided with guidance for teaching all subjects
 - providing pupils with more in-depth knowledge of different faiths and cultures
 - ensuring that pupils have broader range of learning experiences to prepare them for life in the wider community
 - meeting the independent school standards for the curriculum.
- Improve the effectiveness of leadership and management by:
 - ensuring that the recruitment practice for staff reflects the school's policy and meets statutory requirements, including in the early years
 - checking the quality of teaching more consistently and provide teachers with a clear strategies on how to improve their teaching
 - ensuring that the recently introduced system for setting targets for teachers to measure their performance is rigorously implemented

establishing systems for the reviewing of all aspects of school life, including safeguarding and school improvement

ensuring that all the independent school standards are met

ensuring that the statutory requirements of the Early Years Foundation Stage are met.

■ **The school must meet the following independent school standards**

Implement the curriculum policy and ensure it is supported by appropriate plans and schemes of work, and that these are implemented effectively (paragraph 2(1)).

Ensure the curriculum gives pupils of compulsory school age a full-time education with experience in the all seven areas of learning (paragraph 2(2)(a)).

Ensure the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement (paragraph 2(2)(b)).

Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(c)).;

Ensure the curriculum provides personal, social and health education which reflects the school's aim and ethos (paragraph 2(2)(f)).

Ensure the curriculum provides the opportunity for all pupils to learn and make progress (paragraph 2(2)(i)).

Ensure teaching shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraphs 3 and 3(d)).

Ensure teaching demonstrates appropriate knowledge and understanding of the subject matter being taught (paragraphs 3 and 3(e)).

Ensure teaching utilises effectively classroom resources of an adequate quality, quantity and range (paragraphs 3 and 3(f)).

Ensure teaching demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraphs 3 and 3(g)).

Ensure the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted (paragraphs 5 and 5(a)).

Ensure pupils are encourage to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (paragraphs 5, 5(b) and 5(b)(iii)).

Ensure further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraphs 5, 5(b) and 5(b)(v)).

Ensure pupils are encouraged to respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (paragraphs 5, 5(b) and 5(b)(vi)).

Ensure arrangements are made to safeguard and promote the welfare of pupils at the school and these arrangements have regard to guidance issued by the Secretary of State (paragraphs 7, 7(a) and 7(b)).

Ensure that no members of staff are barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006¹ or carries out work, or intends to carry out work, at the school in contravention of any direction made under section 142 of the 2002 Act² or any disqualification, prohibition or restriction which takes effect as if contained in such a direction (paragraphs 19 and 19(2)(a)).

Ensure that in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State (paragraphs 19 and 19(2)(d))

Ensure the above checks are completed before a person's appointment (paragraphs 19 and 19(3)).

Ensure that for each member of the proprietorial body of the school, other than the Chair:

¹ 2006 c.47.

² 2002 c.32.

- a check was made to establish whether the person is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006
 - does not carry out work, or intend to carry out work, at the school in contravention of any direction made under section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - where, by reason of member's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish member's suitability to work in a school, further checks as the Chair of the school considers appropriate are undertaken (paragraphs 21(6), 21(6)(a), 21(6)(a)(i), 21(6)(a)(ii), 21(6)(a)(iii), 21(6)(b) and 21(6)(b)(iii)).
- Ensure in relation to each member of staff appointed on or after 1st May 2007, that the following information is recorded in the single central register including the date on which each such check was completed or the certificate obtained:
- a check was made to establish whether the person is barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 or is subject to any direction made under section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in such a direction;
 - details of further checks if they were deemed appropriate by the proprietor (paragraphs 22(3), 22(3)(b) and 22(3)(g)).

Ensure in relation to each member of staff appointed on or after 1st May 2007, that for the following information the date on which each such check was completed or the certificate obtained: is recorded in the single central register:

- identity checked;
- checks were made to ensure, where appropriate, that the person had the relevant qualifications;
- an enhanced criminal record certificate was obtained;
- checks were made pursuant to paragraph 19(2)(d);
- a check of the person's right to work in the United Kingdom was made (paragraphs 22(3), 22(3)(a), 22(3)(c), 22(3)(d),) and 22(3)(f)).

Ensure in relation to each member of staff in post on 1st August 2007 who was appointed at any time before 1st May 2007, the dates each check referred to sub-paragraph 19(3) was made and the date on the enhanced criminal record certificate check was completed or the certificate obtained is recorded in the single central register (paragraphs 22(4)).

Ensure that in relation to each member of the proprietorial body in post on or after 1st May 2007, whether the required checks were made, the date they were made and the date on which the resulting certificate was obtained is recorded on the single central register (paragraph 22(6), 22(7)(a) and 22(7)(b)).

Ensure that suitable accommodation is provided in order to cater for the medical examination and treatment of pupils (paragraphs 23B and 23B(1)(a)).

Ensure that suitable accommodation is provided in order to cater for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility (paragraphs 23B and 23B(1)(b)).

Ensure that washing facilities have an adequate supply of hot water (paragraph 23F(1)(b)).

Ensure that suitable outdoor space is provided in order to enable physical education to be provided to pupils in accordance with the school curriculum (paragraphs 23(G) and 23G(1)(a)).

- The school needs to meet the following statutory framework requirements for the Early Years Foundation Stage.

Ensure that the required checks are made on staff looking after children to ensure they are suitable (3.09–3.12)

Ensure there is a system in place to manage any potential disqualification of staff (3.14–3.18)

Inspection judgements

The leadership and management is inadequate

- Leadership and management are inadequate. This is because safeguarding arrangements, curriculum and the quality of teaching are all inadequate. Consequently pupils' safety is put at risk and their achievement is inadequate.
- The school's recruitment procedures and checks on volunteers do not meet requirements. The school revised its child protection policy in line with the latest guidance from the Secretary of State, *Keeping children safe in education* during the inspection. Within the policy there is an expectation for annual review but the process for this is not made clear. Trustees have not undertaken any formal review of safeguarding systems. Members of staff have undertaken appropriate child protection training.
- The *Chol* curriculum and its teaching in Years 1 to 7 are inadequate. Consequently pupils' achievement in this aspect of the curriculum is inadequate. For many subject areas including science, physical education, technology, human and social and aesthetic and creative there are no schemes of work in place. The schemes of work for English and mathematics are basic and do not cover the full breadth of these subjects or progression to meet pupils' abilities and age range. Mathematical learning is limited to arithmetic development, and does not extend to wider aspects such as problem solving or shape and space. Across all areas of the curriculum, opportunities for extended and creative writing, making products, physical education and learning about the arts are extremely limited. The range and depth of extracurricular activities and visits are limited and do not provide sufficient enrichment of pupils' learning experiences. Pupils' horizons are not sufficiently broadened beyond their own school and their local community.
- Systems for assessing pupils' progress in the *Chol* curriculum are not based on a secure framework for measuring their achievement over time. No links are made to age-related expectations or the other expectations of learning across the different subjects such as mathematics or science. Consequently teachers do not have accurate information on pupils' achievement in order to plan activities that are set at the correct level to build on their skills. Nevertheless, effective ongoing checks involving the headteacher and two support staff provide leaders with a clear insight into pupils' progress in *Kodesh* studies. The *Kodesh* aspects of the curriculum are managed appropriately.
- Senior leaders have not ensured that procedures for monitoring the quality of teaching in Years 1 to 7 are always effective in ensuring that teaching is of high quality. As a result, work is not always set at the correct level relative to pupils' needs. Procedures for setting targets for all staff are not fully effective. Steps that need to be taken to improve teaching are not made sufficiently clear for all staff. The lack of clear deadlines for the achievement of targets, for some teachers, restricts the effectiveness of the process.
- Pupils' spiritual and moral development is good. However their social and cultural development is inadequate. Pupils are not given sufficient opportunities to develop their social skills in the wider community or to learn about other faiths and cultures to ensure they are sufficiently well prepared for life in modern Britain. Nonetheless, tolerance and consideration are reinforced through the whole school good *middos* character building programme. For example, during one session the teacher discussed with pupils the concepts of gratitude, humility and honesty. Such opportunities have a positive impact upon pupils' behaviour.
- Leaders throughout the school share a vision for T T T Y Y as a caring, learning community. They are keen to embrace change and improve the quality of pupils' learning and their standards of attainment. They actively promote the positive management of pupils' behaviour and ensure that within school pupils are treated equally well and that there is no discrimination.
- The school works well with parents and carers. The school provides all the required information to parents and carers in its prospectus, weekly newsletters and annual reports. The school's procedures for handling complaints meet requirements. Responses from the parental inspection questionnaire show that parents and carers are exceptionally positive about the school.
- Fire safety meets requirements. Risk assessments are in place for both sites. Fire drills and tests of equipment are routinely undertaken and meticulously recorded. Fire marshal training is up-to-date, as is training in the use of fire extinguishers. During the initial inspection a separate fire risk policy was written; this was previously included in the health and safety policy.
- The provision for pupils who need treatment or care because they are hurt or unwell does not meet requirements. The spaces set aside for this at both sites are not set up and not ready for use. They are used for other purposes – for example, as an office, work area and library at Heathland Road. There are no toilets nearby, as required. The required staff training in first aid is up to date and records are kept of any accidents. On occasions the first aid policy is not fully implemented because parents are not always

informed of accidents.

- Leaders have made helpful links with outside agencies. These include educational psychologists, Binoh, Koll and the Hackney Learning Trust. Some effective partnership work with these agencies helps staff to support pupils' learning, for example, assessment in the early years and supporting pupils with statements of special educational needs.

■ The governance of the school:

Governance is inadequate. The trustees have not ensured that documentation regarding some aspects of safeguarding and health and safety is kept up to date. Most notably, these include policies and procedures regarding the appointment of new staff, child protection and fire risk assessment. The trustees' checks on how well the school meets the Independent School Standards lack rigour and thoroughness. They have not been sufficiently mindful of changes in the standards over the last two years; nor have they put in place actions to ensure the school is meeting them. This is particularly in relation to premises, curriculum and pupils' social and cultural development.

The trustees have not ensured that teachers have the requisite subject knowledge to deliver some aspects of the *Chol* curriculum. They have supported the headteacher in introducing systems for setting targets for teachers to improve the quality of teaching. However, this process is not yet fully established and not all members of staff have been set clear targets and deadlines. For example, targets for improving teaching are not explicitly linked to pupils' progress. The lack of a well-established system for evaluating and encouraging good practice restricts potential improvement.

The trustees regularly monitor how well finances are deployed and have a sound understanding of information about pupils' achievement in the *Kodesh* curriculum.

The behaviour and safety of pupils

is inadequate

Behaviour

- The behaviour of pupils requires improvement. During lessons, pupils' attitudes to learning are positive. However, on occasion, when activities are not set at the correct level, pupils' interest wanes and engagement is less enthusiastic. Pupils behave well around the school. They are polite and courteous and get on well together.
- The *Kodesh* curriculum enhances pupils' spiritual development moral awareness well. Pupils are presented with opportunities that promote British values. For example, within the whole-school *middos* programme, pupils learn to respect and show tolerance towards others. However, they are not given any opportunity to develop knowledge and understanding of other faiths and cultures beyond naming them. While extreme political views are discouraged, few displays at both sites broaden or enrich pupils learning beyond the context of their faith and the *Kodesh* curriculum.
- Pupils are successfully taught what is right and wrong, and are aware of the link between Jewish law and the rules which govern British society. By the time they leave they have a good appreciation of democracy and have been introduced to the principles of the workings of local government and the Houses of Parliament. Younger pupils learn about local services through, for example, visits to local Post Office or a visit from the Fire Brigade.
- Pupils enjoy school life. Pupils are keen to take responsibility and contribute positively to school life. They eagerly take the opportunity to participate in leading prayers and to contribute freely to class debates and discussions. Pupils' attendance is average and has improved since the last inspection.

Safety

- The school's work to keep pupils safe and secure is inadequate. This is because safeguarding procedures and the monitoring of safer recruitment have not been rigorous enough. Gaps in the documentation and formal written policies for checking the suitability of new staff, child protection and fire safety were only addressed during this inspection.
- Pupils feel that any bullying, which they declare is rare, is swiftly dealt with. Pupils demonstrate a good understanding of different forms of bullying and appreciate what constitutes racism. They learn how to deal with potential discrimination and harassment, a good example of which was seen in a lesson where the key focus was upon honouring one's friend even if he is different from you. However, awareness of internet safety and the potential risks of cyber-bullying are not covered because pupils do not have access to any technologies.
- Supervision levels are good and the site is secure, with entry to the school buildings closely monitored. Pupils report they feel safe in school; a view shared by parents in their responses to the inspection questionnaire.
- Pupils successfully complete the Hackney Junior Citizenship Scheme, which focuses upon the work of the

Metropolitan Police, the Fire Service and the British Red Cross. This helps pupils to understand the work of these organisations and helps them to develop a good awareness of how to keep safe in the local community.

The quality of teaching

is inadequate

- The quality of teaching is inadequate because it does not support pupils' achievement across the full range of subjects. Teachers do not have secure subject knowledge for teaching the *Chol* aspects of the curriculum. They base most of their teaching from the Jewish perspective and do not develop the full breadth of subject learning or pupils' knowledge and understanding of the wider world.
- In the *Kodesh* curriculum teachers use their good subject knowledge to inspire pupils. There are examples of teaching that are stimulating, and quickly engage and maintain pupils' interest. In a design and technology lesson seen by inspectors, pupils were excited by the opportunity to be creative making their own *tzitzis* (fringes on a four-cornered garment). However, there are few other opportunities for product making.
- Within the *Chol* curriculum there is no formal framework in place for measuring pupils' achievement. Consequently, targets for pupils' achievement are not set and assessments do not check their progress towards them. Teachers do use information gained from checking pupils' performance when planning *Kodesh* lessons. However, not all members of staff routinely make sufficiently good use of evaluations of what pupils know, understand and can do in the *Chol* curriculum. This has a restricting effect on how teachers ensure classroom activities focus on all pupils' needs and build on existing skills and knowledge.
- In most lessons, teachers explain to pupils what is expected of them. However, marking in books, such as in science and geography, does not provide pupils with clear explanation of how they have been successful and what they need to do to improve.
- Classrooms are basically equipped. Displays in most areas reflect the Jewish perspective, and do not extend pupils' wider learning or challenge their thinking. Beyond the early years' classrooms, the displays rarely provide English language learning opportunities. Resources are mainly textbook- or worksheet-based. There are inadequate resources for practical learning in science, technology and the arts. Arithmetical skills are taught systematically, but pupils are not routinely set appropriate problems to help them develop their wider mathematical understanding.
- Much, but not all of the teaching up to Year 3 is delivered in Yiddish. Nevertheless, pupils have opportunities to develop their reading and literacy skills, as teachers help them to develop fluency in speaking English throughout the school day. Pupils' achievement in literacy and numeracy is limited because teachers' expectations of the basic skills in literacy and numeracy they can and should achieve are too low.
- Working relationships are strong. Disabled pupils and those with special educational needs are helped to progress towards their personal targets. Teaching assistants work closely with teaching staff and are deployed effectively.
- Strengths in teaching, particularly in the *Kodesh* lessons are evident. However, the lack of a systematic process for checking the effectiveness of teaching does not give the opportunity for senior leaders to help teachers improve and share good practice.

The achievement of pupils

is inadequate

- Pupils' achievement is inadequate. This is because the *Chol* curriculum is too narrow to enable pupils to make progress in all of the required areas of learning including in mathematics, science and technology. Pupils, who are non-English speakers when they join the school, make secure progress in learning to read and write in English and in developing basic numeracy skills.
- Pupils make good and sometimes outstanding progress in their *Kodesh* studies. Work in *Kodesh* includes aspects of subjects such as history, geography, and design and technology. However, this is not mapped to ensure sufficient breadth and depth of coverage in these subjects. Evidence from pupils' books shows that the standards they achieve by the end of Year 7 in English and mathematics are well below those expected for their age. Resources for learning are very limited. The quality of pupils' art work is poor and the too few opportunities for pupils to learn a wide range of product making skills reflect this.
- Pupils build a sound grasp of using phonics (the sounds letters make) to decipher and spell new words in both English and Hebrew. This forms a good basis for developing pupils' reading skills. However, pupils' breadth of reading is narrow; this is due in part to the limited choice available to them. Nonetheless, when questioned, pupils are able to reflect upon the books they have read.

- Disabled pupils and those who have special educational needs, including pupils with statements of special educational needs, learn well in the aspects of the curriculum they are taught because of the effective support they receive.
- The school identifies its most able pupils in a gifted and talented register. Teaching in the Kodesh curriculum, particularly in Years 3 to 7, provides these pupils with suitably challenging work. However, work in books in the *Chol* curriculum shows that little difference in the work provided to the most able.
- Pupils develop their speaking, listening and writing skills as they move across the school. Progress is improving as the teaching of English is now starting earlier. By the time they leave Year 7, the majority of pupils can articulate their ideas and opinions clearly. However, their writing and mathematical skills are less well developed to ensure they are well prepared for the next stage of their education.

The early years provision is inadequate

- Provision in the early years is inadequate because school leaders have not ensured that the required checks for the suitability of staff meet requirements. They have yet to put in place any procedure for ensuring that no members of staff are disqualified from working with young children.
- The starting points for most children are broadly in line with those expected for their age. Pupils make progress in all areas of learning but rates of progress vary between children so they are adequately prepared for Year 1. They make particularly good progress in personal and cultural learning, an area where starting points are often below age related expectations. Members of staff are mindful that almost all children start school without speaking English, and actively work to build basic language skills.
- Staff members lead language and literacy sessions, which capture children's interest well and help children to develop their speaking, listening, reading and writing. The school has adopted the phonics teaching system so that children are introduced to reading using this approach in Hebrew and, to a growing extent, in English.
- Classrooms are sufficiently spacious and provide a calm and purposeful setting. Displays, often in both English and Yiddish, reflect children's current topics and make a positive contribution to the learning environment. However, some resources appear jaded or are limited in range. Staff-to-pupil ratios are good and used well to facilitate children's active participation in the planned activities. These help children develop their basic skills in both Yiddish and English. However, at times children do not have enough opportunities to make choices about their learning. Staff members make appropriate use of the outdoor area, particularly for children's physical development. Members of staff ensure children move between the indoor classrooms and the garden safely.
- Induction arrangements are good so that children coming into the early years settle in well. Children's starting points are assessed in their first few weeks in school. Staff members keep general notes of children's progress throughout the week and use these to plan the next steps in learning. In places the records lack detail and are not always linked back to the initial entry assessments to check and maximise progress over time. This does not guarantee that children achieve to their full potential or that opportunities they are provided with best suit their needs across each of the key areas of learning. Some recent changes are addressing this but it is too soon to see the full impact on learning.
- Weekly newsletters, *Sedra* sheets and discussions with staff keep parents and carers well-informed. They have good opportunities to share their observations with staff about their child's progress.
- The leader of the early years has an accurate understanding of strengths and weaknesses in provision. Procedures for setting targets for staff are well established in this part of the school and staff members are well qualified. Frequent training provided by the Hackney Learning Trust ensures that members of staff are up-to-date with recent initiatives and curriculum developments. Direct observations and evidence from parents and staff indicate that typically children feel safe and behaviour is good.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	100299
Inspection number	447185
DfE registration number	204/6387

This inspection was carried out under section 162A of the Education Act 2002, as inserted by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Orthodox Jewish
School status	Independent
Age range of pupils	3–12
Gender of pupils	Boys
Number of pupils on the school roll	189
Number of part time pupils	0
Proprietor	Toldos Yakov Yosef (TYY) Institution Trust
Chair	P Braun
Headteacher	Rabbi A Friesel
Date of previous school inspection	July 2011
Annual fees (day pupils)	£4,992
Telephone number	020 8802 1348
Fax number	020 7990 8011
Email address	tyyschool@yahoo.co.uk

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