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14 Heathland Road, London N16 5NH

Date of Inspection

15 December 2015

Overall outcome

Independent school standards not met

Context of the inspection

- This progress monitoring inspection was conducted by Ofsted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.
- A full inspection took place on 18 November 2014 led by two Additional Inspectors. Two of Her Majesty's Inspectors made a further one-day visit to the school on 5 February 2015, in order to gain additional evidence. A number of independent school standards were not met.
- The Department for Education (DfE) required the school to prepare an action plan to describe how the independent school standards would be met. The school did not provide an action plan but submitted a letter to the DfE, which was evaluated by one of Her Majesty's Inspectors and judged to be requiring improvement.
- The registering authority asked inspectors to check the progress the school had made in meeting standards in Part 1 (Quality of education provided), Part 2 (Spiritual, moral, social and cultural development of pupils), Part 3 (Welfare, health and safety), Part 4 (Suitability of staff, supply staff and proprietors), Part 5 (Premises of and accommodation at schools) and Part 8 (Quality of leadership in and management of schools) of the regulations.
- Inspectors conducted a tour of the premises with school leaders and examined records related to premises safety and maintenance.
- Inspectors spoke to a group of pupils, members of staff, leaders and managers.
- Inspectors also scrutinised attendance registers and the single central record of employment checks, and requested copies of information provided to parents.
- Inspectors discussed the school's strategies to promote good behaviour, tackle bullying and arrangements for safeguarding. They also examined the school's policies and records related to these matters.
- The inspection was unannounced.

Main findings

Quality of education provided

- The standards are still not met. The school has started to draw up plans for some areas of learning. The plans do not demonstrate how teaching staff will take pupils' ages and abilities into account or what the expectations are for good progress. The seven areas of learning are not comprehensively planned, with geography, art, drama and music being particularly weak. Teaching staff continue to have low expectations of what pupils can achieve and do not possess the appropriate skills and knowledge to support pupils' English literacy skills. For example, one teacher struggled to explain to pupils the difference between 'pail' and 'pale' during an English lesson.
- From an early age, pupils' standards of reading, writing and speaking are lower than those expected. There are limited opportunities for them to speak, write and read in English.
- Resources for learning are poor. Inspectors found reading books that were at least forty years

old and falling apart. Many images of people in swimming costumes on the beach or women wearing short-sleeved shirts had been painted over in line with the religious beliefs of the school. Staff agreed with inspectors that these materials do not present pupils with an accurate picture of life in modern Britain.

- Systems for checking pupils' progress in the seven areas of learning are not in place.
- The school has not updated the policies and plans for the teaching of personal, social, health and economic education (PSHE).
- Pupils are not prepared for life in modern Britain. Although there are a very small number of educational visits outside the Charadi community, these do not help pupils gain sufficient knowledge and understanding of wider society and life in Britain today.

Spiritual, moral, social and cultural development of pupils.

- The school still does not meet the required standards. Policies and plans have not been updated. The headteacher was unaware of the September 2014 revised government guidance and independent school standards.
- Leaders deliberately do not teach or refer to certain protected characteristics, for example sexual orientation. The headteacher told inspectors that these issues are a 'red line' for the school and would not be taught or referenced in policies or lessons.

Welfare, health and safety of pupils

- The school still does not meet the required standards. Leaders have made some efforts to update the safeguarding policy. However, the procedures for dealing with allegations against staff are not clear enough and leave the reader in doubt as to whether children would be taken seriously if they disclosed any concerns.
- Anti-bullying policies are not fit for purpose. The school does not take into account current government guidelines regarding such issues as cyberbullying and e-safety. Leaders feel that this is unnecessary as the school does not use computers and other modern technologies. However, several pupils told inspectors that they have access to smartphones and computers at home.
- Arrangements for fire safety do not meet the required standard. The very youngest pupils would not be able to escape a fire if they were in the outdoor play area and the synagogue exit was blocked. On the site for older pupils, the rear fire door was bolted and was only opened when inspectors drew it to the attention of staff. The bottom of the external fire escape stairs was cluttered and, as such, posed a potential hazard in terms of health and fire safety.
- The standard for ensuring attendance registers are maintained is not met. Class registers are not routinely completed or checked by leaders.

Suitability of staff, supply staff and proprietors

- The school now meets all the required standards. All the checks on the suitability of staff to work with children are carried out rigorously and the register for logging staff details is up to date.

Premises of and accommodation at schools

- The school now meets the required standard for providing suitable arrangements for pupils who are sick.
- The school does not meet the standard for health and safety arrangements. Large amounts of litter have been deposited in the rear playground, including an old upturned office chair. This poses a potential risk to children's health and safety.
- At present, adults have to accompany the very youngest pupils to access the outdoor area. In so doing, they have to walk through the synagogue where there are members of the public. This also poses a risk to children's safety.

The quality of leadership in and management of schools

- The required standards for leadership and management are not met.
- Leaders have not demonstrated any urgency in addressing the weaknesses identified at the time of the previous inspection. Too many independent school standards remain unmet.
- Leaders have not taken effective action to help keep pupils safe. Leaders are too complacent and have not done enough to ensure systems and procedures for checking health and safety are rigorous and up to date.
- Policies and plans for learning are poorly drafted and executed. Pupils' skills, knowledge and understanding are not as good as pupils of a similar age in most schools.
- The well-being of pupils is not actively promoted by the proprietors and leaders. Too many policies and procedures are not meeting current requirements.

The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements

- Ensure that there is a written policy on the curriculum, supported by appropriate plans and schemes of work. (paragraphs 2(1); 2(1) (a))
- Ensure the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils. (paragraphs 2(1)(b); 2(1)(b)(i))
- Ensure that full-time supervised education for pupils of compulsory age (construed in accordance with section 8 of the Education Act 1996) gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. (paragraph 2(2)(a))
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills. (paragraph 2(2)(b))
- Ensure there is a written policy and plans for personal, social, health and economic education which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. (paragraphs 2(2)(d); 2(2)(d)(ii))
- Ensure all pupils have the opportunity to learn and make progress. (paragraph 2(2)(h))
- Ensure there is effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. (paragraph 2(2)(i))
- Ensure that the teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught. (paragraphs 3; 3(a))
- Ensure teaching involves well-planned lessons and effective teaching methods, activities and management of class time. (paragraph 2(c))
- Ensure teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and make sure that these are taken into account in the planning of lessons. (paragraph 2(d))
- Ensure teachers demonstrate good knowledge and understanding of the subject matter being taught. (paragraph 3(e))
- Ensure teachers utilise effectively classroom resources that are of good quality, quantity and range. (paragraph 3(f))
- Ensure there is a framework in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress. (paragraph 3(g))
- Ensure the proprietor actively promotes the fundamental British values of democracy, the rule of law, including liberty, and mutual respect and tolerance of those with different faiths and beliefs. (paragraph 5(a))
- Ensure pupils 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 which the school is situated and to society more widely. (paragraph 5(b)(iii))
- Enable pupils to acquire an appreciation of and respect for their own and other cultures. (paragraph 5(b)(v))

- Encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act. (paragraph 5(b)(vi))
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State. (paragraphs 7; (7(a); 7(b))
- Ensure that an effective anti-bullying strategy is drawn up and implemented. (paragraph 10)
- Ensure compliance with the Regulatory Reform (Fire Safety) Order 2005. (paragraph 12)
- Ensure attendance registers are maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006. (paragraph 15)
- Ensure the standards of the premises and accommodation and facilities are maintained to a standard such that the health, safety and welfare of pupils are assured. (paragraph 25)
- Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently. (paragraph 34(1)(a))
- Ensure that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently. (paragraph 34(1)(b))
- Ensure that persons with leadership and management responsibilities at the school actively promote the well-being of pupils. (paragraph 34(1)(c))

Inspection team

John Seal, lead inspector

Her Majesty's Inspector

James Robinson

Ofsted Inspector

Information about this school

- Talmud Torah Toldos Yakov Yosef School (T T T Y Y) is situated in Stamford Hill, Hackney, North London. It is an independent *Charedi* (strictly orthodox) Jewish boys' school.
- The school was opened in 1986 and was registered with the Department for Education in 1992. It serves a strictly orthodox Jewish community.
- The school is based in two large Victorian buildings. The youngest pupils in the Nursery through to pupils in Year 3 attend one which is attached to a synagogue. Pupils in Years 4 to 7 attend a different location which is nearby.
- The school relies on voluntary contributions rather than charging a fixed fee for the education it provides.
- The school is open six days a week, and the majority of time is spent on the teaching of *Kodesh* (Jewish religious studies). There are separate lessons for the secular curriculum (*Cho*).
- Currently there are 157 boys on roll. There are 42 children in the early years, all of whom attend full time. There are no disabled pupils or pupils with special educational needs.
- The majority of pupils speak English as an additional language.
- The school's last full inspection was in February 2015, when a number of independent school standards were not met.

School details

Unique reference number	100299
Inspection number	10006629
DfE registration number	204/6387

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Type of school	Orthodox Jewish
School status	Independent school
Age range of pupils	2–12
Gender of pupils	Boys
Number of pupils on the school roll	157
Number of part-time pupils	0
Proprietor	Toldos Yaakov Yosef (TYJ) Institution Trust
Chair	P Braun
Headteacher	Rabbi A Friesel
Date of previous school inspection	November 2014
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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