

Talmud Torah Toldos Yakov Yosef

14 Heathland Road, London N16 5NH

Inspection date

24 November 2016

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), (2)(2)(a), 3, 3(a), 3(e), 3(f), 3(g)

- At the time of the last inspection, the school's curriculum policy was under review. Schemes of work were being developed, resources in disrepair had been disposed of and new reading books were on order. A new system for teachers to review pupils' progress had very recently been introduced. Leaders had introduced greater testing of pupils in English and mathematics but had not yet introduced ways to assess pupils' progress in other subjects.
- This inspection found that the curriculum policy, which concisely outlines the school's approach to the teaching and assessment of all required areas of learning, is now complete. However, leaders are still working to ensure that all subjects referred to in the policy are appropriately planned and resourced. New schemes of work in English, mathematics and science are being developed for all year groups. These include opportunities for cross-curricular learning, for example with personal, social, health and economic (PSHE) education. Leaders have not yet ensured that all schemes of work take into account the ages, aptitudes and needs of all pupils, including those who are the most able or who have special educational needs and/or disabilities. There remain some areas of learning that are not planned or taught, such as technological education. As a result, pupils are not able to make progress according to their ability in all the required areas of learning. Additionally, the quality of teachers' subject knowledge across the areas of learning is unknown.
- Leaders have invested in classroom resources. New reading books and a range of second-hand text books for the teaching of English and mathematics have been bought. At the time of the inspection, a new scheme of mathematics activity books had also been ordered. However, these new resources are not yet being used consistently, and appropriate resources are still required for the teaching of other subjects.

- The main way of assessing pupils' progress and attainment continues to be testing in English, mathematics and religious studies on a weekly or monthly basis. Information from these assessments is recorded and additional provision for those requiring support is organised. Assessment information from these tests is also shared with parents. However, pupils' progress from their starting points in all the areas of learning is still not known.
- The related standards continue to be unmet.

Paragraph 3, 3(c) and 3(d)

- At the time of the last inspection, teachers' planning was too sporadic and did not take into account the varying aptitudes, needs and attainments of pupils. New planning templates were being introduced by leaders to support more effective planning of lessons and learning activities and management of class time.
- The inspector visited all lessons at both of the school's sites and scrutinised teachers' planning. The new lesson planning templates have helped teachers focus on facilitating learning for all pupils. As a result, lessons are planned more effectively, activities are appropriate and class time is well managed. Teachers' abilities to engage and teach pupils of varying needs, ages and aptitudes have improved and pupils' differences are now taken into account in the planning of lessons.
- Practice in the early years continues to strengthen. Teachers carefully plan opportunities to ensure that children make progress in all the required areas of learning. Progress is now also reported to parents more frequently.
- The related standards are now met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(v)

- The last inspection found that the policy for PSHE education had been updated and that integrated work, specifically in relation to the teaching of the fundamental British values of democracy and the rule of law, had strengthened. Leaders said that they were planning to enhance the teaching of mutual respect for, and tolerance of, those with different faiths, beliefs and cultures.
- This inspection found that the school's leaders have now planned and resourced the teaching of different faiths, beliefs and cultures as part of PSHE education. While this does not yet include significant detail, pupils are now taught about different religions and the importance of respecting other cultures. The school's overall work on promoting fundamental British values is continually improving.
- The related standards are therefore now met.

Paragraphs 2(2)(d), (2)(2)(d)(ii), 2(2)(i), 5(b), 5(b)(vi)

- The last inspection reported that the school's holistic approach was to teach pupils to respect everybody, regardless of difference. However, the religious expectations of the school's community meant that teaching pupils to respect other people, paying particular regard to the protected characteristics as set out in the Equality Act 2010, did not happen. References to gender, sex, sexuality and relationships were completely avoided. As a result, pupils were not being effectively prepared for life in modern British society.

- This inspection confirmed that nothing has changed and that this approach remains. Leaders acknowledge that as they do not pay particular regard to the protected characteristics, and do not intend to, the related standards continue to be unmet.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b) and 32(1), 32(1)(c)

- The previous inspection confirmed that the regulations related to safeguarding were met because the school's policy had been updated and met all requirements.
- The school continues to meet the relevant standards because policy and practice pay due regard to the latest statutory guidance, 'Keeping Children Safe in Education' (September 2016). As a result, pupils are kept safe.
- The school's safeguarding policy is made available in hard copy to parents as the school does not have a website.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- Leaders have continued to take positive action to address regulatory failings since the previous inspection. However, this action has not been rapid enough and there is still a significant amount of work to do to meet all the independent school standards. This is largely a result of one leader taking responsibility for almost all areas of school improvement.
- As the proprietor has not ensured that the regulations are fully met, the associated standards for the leadership and management of the school continue to be unmet.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain unmet at this inspection

- Ensure that there is a written policy on the curriculum, supported by appropriate plans and schemes of work (paragraph 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 (paragraph 2(1), 2(1)(b)(i)).
- Ensure that the written policy, plans and schemes of work provide full-time supervised education for pupils of compulsory school age, which gives pupils experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(1), 2(2)(a)).
- Ensure that the curriculum provides 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 (paragraph 2(1), 2(2)(d)(ii)).
- Ensure there is effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(1), 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 (paragraph 3, 3(a)).
- Ensure teachers demonstrate good knowledge and understanding of the subject matter being taught (paragraph 3, 3(e)).
- Ensure teachers utilise effectively classroom resources of a good quality, quantity and range (paragraph 3, 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, 3(g)).
- Ensure respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5, 5(b)(vi)).
- Ensure that those with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; that they fulfil their responsibilities effectively so that the independent school standards are met consistently; and that they actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

The school now meets the following independent school standards

- Ensure teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c)).
- Ensure teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure that these are taken into account in the planning of lessons (paragraph 3, 3(d)).
- Ensure the proprietor actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5, 5(a)).
- Enable pupils to acquire an appreciation of and respect for other cultures (paragraph 5(b), 5(b)(v)).

School details

Unique reference number	100299
DfE registration number	204/6387
Inspection number	10025910

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Jewish faith school
School status	Independent school
Age range of pupils	2 to 13
Gender of pupils	Boys
Number of pupils on the school roll	171
Number of part-time pupils	0
Proprietor	Toldos Yaakov Yosef (TYY) Institution Trust
Chair	P Braun
Headteacher	Rabbi A Friesel
Annual fees (day pupils)	£4,992
Telephone number	020 8802 1348
Email address	tyyschool@yahoo.co.uk
Date of previous standard inspection	18–20 November 2014

Information about this school

- Talmud Torah Toldos Yakov Yosef (TTTTYY) is an independent school for boys aged 2 to 13 with an orthodox Jewish faith ethos. It has two premises in Hackney, north-west London.
- There are 171 pupils on roll, including 31 in the early years, all of whom attend full time.
- All pupils are members of the local strictly orthodox Jewish community and speak Yiddish as their first language.
- Pupils attend school six days a week. The majority of the school day is taken up with Jewish religious studies, which are taught in Yiddish. Secular studies, which include daily English and mathematics in the afternoons, are taught in English.

- The school's most recent inspection was its second progress monitoring inspection in June 2016, when regulations continued to be judged as unmet.
- The school's last full inspection was in November 2014, when the school was judged to be inadequate in all areas.
- The school does not have a website, but ensures that hard copies of policies and other documents, such as inspection reports, are made available to parents on request.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspection was the school's third progress monitoring inspection and was conducted without notice.
- The school's second progress monitoring inspection on 27 June 2016 judged the school to have made progress, but a number of regulations remained unmet.
- The Department for Education last wrote to the school on 31 October 2016 to confirm that the latest action plan it had submitted had been rejected.
- The inspection focused on the school's progress against specific regulations within parts 1, 2 and 8 of the independent school standards.
- The inspector had meetings with the headteacher, associate headteacher and early years manager. He also observed learning in all classes at both sites, spoke with teachers and scrutinised a range of documentation related to the curriculum and pupils' learning.

Inspection team

James Waite, lead inspector

Ofsted Inspector

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