

T T T Y Y School

14 Heathland Road, London N16 5NH

Inspection dates

13–15 June 2017

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not ensured that all of the independent school standards are met.
- Leaders and governors make no arrangements to record the destinations of pupils who leave the school.
- The quality of teaching, learning and assessment is inadequate. Teachers set very similar work for pupils, regardless of their different abilities. As a result, they make inadequate progress from varying starting points.
- The curriculum provides a range of opportunities which are too narrow to prepare pupils adequately for their future lives.
- Pupils do not understand all of the ways in which bullying and discrimination can take place.
- Governors have an inaccurate and incomplete understanding of the school’s effectiveness. They have not held leaders sufficiently to account to ensure that all of the independent school standards are met.
- Pupils in key stage 3 do not receive effective careers guidance.
- Leaders have failed to pick up on omissions in some of the school’s attendance registers. They do not collect or evaluate overall attendance figures.
- The early years provision does not prepare children adequately for the next stage of their education.
- Teachers do not provide effective challenge for the most able pupils in reading, writing and mathematics.

The school has the following strengths

- There is good provision to help pupils make progress in their spiritual, moral and social education.
- Pupils’ social development is effective. They learn how to be active and considerate citizens.
- Safeguarding is effective.
- Pupils make good progress in learning about their own faith.
- Pupils who have special educational needs and/or disabilities are making better progress than in the past.
- Pupils behave well.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that leaders and governors possess the necessary skills and knowledge to ensure that all of the independent school standards are met.
- Review the curriculum policy and schemes of work so that these enable all pupils, including the most able, to learn and make progress.
- Ensure that rates of attendance are measured and analysed.
- Ensure that pupils in key stage 3 receive effective careers guidance and advice about the next stage of their education.
- Take immediate action to ensure that the destinations of school leavers are identified and recorded in the admissions register.
- Improve the breadth and quality of the curriculum by ensuring that effective opportunities exist for pupils, including the most able, to make progress in all areas of learning.
- Improve the early years by ensuring that children are taught well and make good progress.
- Ensure that leaders make effective use of examples of good practice and guidance from beyond the school when planning for improvement.
- Ensure that pupils make good progress in their cultural education.
- Provide effective opportunities that encourage pupils' respect for all of the protected characteristics defined in the 2010 act.
- Review the school's anti-bullying strategy to ensure that pupils learn about all types of bullying, including those related to protected characteristics.
- Improve the quality of teaching, learning and assessment so that pupils make at least good progress by:
 - making effective use of information about pupils' achievement to set work which provides sufficient challenge for them to make good progress
 - ensuring that teachers have high expectations of what pupils can achieve in the seven curriculum subjects that the independent school standards require
 - using a suitable range of learning materials, books and equipment effectively to help pupils make good progress in a wide range of subjects.

The school must meet the following independent school standards

- The proprietor must make sure that they comply with the standard about the written curriculum policy, plans and schemes of work and take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan (EHC) plan (paragraph 2(1), 2(1)(b), 2(1)(b)(i)).
- The proprietor must ensure that they provide 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), 2(2)(d), 2(2)(d)(ii)).

- The proprietor must ensure that pupils receiving secondary education have access to accurate, up-to-date careers guidance (paragraph 2(2), 2(2)(e)).
- The proprietor must provide careers guidance which enables pupils to make informed choices about a broad range of career options (paragraph 2(2), 2(2)(e)(ii)).
- The proprietor must provide careers guidance which helps to encourage pupils to fulfil their potential (paragraph 2(2), 2(2)(e)(iii)).
- The proprietor must ensure that there is a programme of activities that is appropriate to the educational needs of pupils below compulsory school age in relation to personal, social, emotional and physical development and communication and language skills (paragraph 2(2), 2(2)(f)).
- The proprietor must ensure that all pupils have the opportunity to learn and make progress (paragraph 2(2), 2(2)(h)).
- The proprietor must ensure that pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2), 2(2)(i)).
- The proprietor must 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)).
- The proprietor must ensure that the teaching at the school fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3, 3(b)).
- The proprietor must ensure that the teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c)).
- The proprietor must ensure that the teaching at the school 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 (paragraph 3, 3(d)).
- The proprietor must ensure that the teaching at the school demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3, 3(e)).
- The proprietor must ensure that the teaching at the school utilises effectively classroom resources of a good quality, quantity and range (paragraph 3, 3(f)).
- The proprietor must ensure that the teaching at the school 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 (paragraph 3, 3(g)).
- The proprietor must encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 5, 5(b), 5(b)(vi)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7, 7(a)).
- The proprietor must ensure that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7 and 7(b)).
- The proprietor must ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy (paragraph 10).

- The proprietor must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must 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), 34(1)(a)).
- The proprietor must 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), 34(1)(b)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school actively promote the well-being of pupils (paragraph 34(1), 34(1)(c)).

Inspection judgements

Effectiveness of leadership and management

Inadequate

- School leaders and governors have not ensured that all of the independent school standards are met. The narrow curriculum and poor quality of teaching result in poor outcomes for pupils. Standards of achievement are too low across the whole range of subjects taught. Some required provision is absent from the curriculum, such as careers guidance for pupils in key stage 3.
- Leaders' plans for improvement are not implemented rapidly or effectively enough to secure the necessary improvements to teaching. Leaders do not make use of sufficient guidance or good practice from beyond the school to set high expectations for pupils' achievement. Pupils are not prepared thoroughly for their next stage of education or their future lives.
- Leaders do not conduct thorough or rigorous checks on the impact of teachers' work on pupils' achievement. The checks which they make on pupils' progress cover too narrow a range of skills and subjects to ensure that pupils are making sufficient progress across all of the areas of learning. They do not provide enough information for leaders to manage teachers' performance effectively or tackle weaknesses in teachers' skills.
- Leaders have failed to pick up that some policies are not being implemented effectively. For example, leaders have not noticed errors and omissions made by some teachers in daily attendance registers. Leaders could not provide inspectors with precise information about pupils' attendance because they do not keep a record of overall or persistent absence. The lack of such information restricts leaders' ability to safeguard all pupils.
- Middle leaders who are responsible for deciding how to support pupils who have special educational needs and/or disabilities have made better use of funding for this group of pupils since the last inspection. They have ensured that teachers use recent training to identify pupils' needs more accurately. As a result, the school has been successful in securing additional resources for some pupils who require significant support to achieve in their learning. Leaders have also ensured that the progress of pupils who have special educational needs and/or disabilities is tracked more effectively. Teachers are becoming more skilled in checking on each small step that these pupils make in their learning.
- Leaders ensure that good provision is made for pupils' spiritual, moral and social development. Pupils are expected to consider the consequences of their actions. In their religious studies, pupils are guided well to apply lessons from the teachings of their own religion to their daily lives.
- Parents who spoke with inspectors were typically positive about the work of school leaders.
- The provision for pupils' cultural education is weak. While much time is devoted to helping pupils understand their own culture, they have limited opportunities to learn about other customs, beliefs and ways of life. Pupils who spoke to inspectors could explain some basic features of other religions.
- The curriculum has been reviewed by leaders since the last progress monitoring visit. Not all of the revised schemes of work have been implemented. They cover a restricted range of skills and knowledge which is inadequate to ensure that pupils make good progress,

particularly the most able. There is no scheme of work for physical education. Pupils receive a very narrow education in this subject. Learning materials remain inadequate. For example, pupils have no access to sufficient resources to enable them to make adequate progress in creative and aesthetic subjects. They have a very limited range of books in English to read from the school.

Governance of the school

- Governors have not ensured that leaders are taking rapid, effective action to improve weaknesses in the school's provision. As a result, a number of independent school standards are not met. Governors told inspectors that they meet regularly with leaders to discuss the work to improve the school. They have some information about the priorities which leaders are working on and express confidence in the work of senior leaders to make the necessary improvements. Despite this, they retain an inaccurate and unrealistic view of the school's effectiveness.
- Governors have not challenged leaders to ensure that all of the necessary information on the admissions register is recorded.
- Governors told inspectors that they are not prepared to introduce plans to teach pupils about all of the protected characteristics. This restricts pupils' ability to recognise and tackle discrimination.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that the necessary checks are made and recorded on the suitability of staff and governors. Leaders have recognised the need to re-organise filing arrangements for information about staff and have begun improving this, although the work was not completed at the time of the inspection.
- The proprietor makes arrangements for the school's safeguarding policy to be made available to parents on request. The policy is kept under review but its implementation has not ensured that all safeguarding arrangements are implemented well.
- Leaders ensure that the premises manager assesses risks systematically, records checks of equipment and addresses concerns. As a result, both premises appear to be maintained to an acceptable standard.
- Pupils say that they feel safe and express confidence in the work of members of staff to recognise when they need help. School leaders say they have not had cause to refer any safeguarding concerns to social services since the last inspection. However, procedures exist for doing this and members of staff understand how to report issues if they are worried. Leaders responsible for safeguarding have received appropriate training.
- School leaders and governors do not ensure that destinations of pupils who leave the school are recorded systematically in the admissions register. This means there is an increased risk of pupils going missing from education.

Quality of teaching, learning and assessment

Inadequate

- Teachers do not use information about pupils' abilities effectively. Pupils' written work shows that they are typically asked to do similar work whatever their starting point.
- Classrooms lack a suitable range of resources and reading materials to support pupils of all abilities. As a result, pupils' progress is inadequate across all the subjects that pupils are required to study.
- Teachers responsible for the religious curriculum ensure that pupils learn the principles and practice of their own religion thoroughly. Teachers do not do enough to help pupils to understand and respect the religions and beliefs of members of faiths other than their own. They promote pupils' respect for and tolerance of the views of others generally, but do not enable pupils to know enough about different faiths and beliefs.
- Leaders say that during religious lessons, which take up the majority of the school day, pupils learn other required subjects well. However, standards of achievement demonstrated by pupils' work over time do not support this view.
- Teachers do not build effectively on pupils' prior learning in reading and writing in key stage 1. Leaders are beginning to introduce reading in English with the aim of increasing expectations of what pupils can achieve. However, current pupils are given very limited opportunities to continue to learn to read and write. As a result, they are inadequately prepared for the next stage of their education.
- Teachers do not enable pupils to learn about the features of a broad range of writing genres in key stages 2 and 3. Work seen in pupils' books demonstrates that the range of writing skills that pupils learn is too narrow, particularly for the most able pupils. Teachers typically pay little regard to pupils' abilities when deciding how to help them to improve their writing.
- The teaching of mathematics is inadequate. Teachers' expectations of what pupils can achieve are low. They pay little attention to the different abilities of pupils when planning lessons. The most able pupils are given work that fails to challenge them.
- Some pupils who have special educational needs and/or disabilities benefit from recent improvements in the quality of additional support they receive. Leaders have ensured that the necessary evidence has been secured to apply successfully for EHC plans for some pupils. Teachers are identifying pupils' special educational needs earlier and more skilfully than in the past as a result of recent training.
- Teachers do not use resources or plan a broad enough range of activities to enable pupils to make sufficient progress across all of the required areas of learning. The work teachers set in artistic, technological, scientific and physical subjects is ineffective. The work does not build on pupils' prior learning. Leaders have recently introduced some new resources, such as microscopes, to enrich the range of equipment pupils use to develop their scientific and technological skills. However, there is little evidence that this has improved pupils' progress in these subjects.
- Teachers provide ineffective support for the most able pupils because they do not assess their starting points well enough or use this assessment information to decide what pupils should learn next.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Leaders consider the welfare of current pupils thoughtfully and take steps to ensure that identified risks posed by the premises are tackled. Pupils say they feel safe and that instances of bullying or other discriminatory behaviour are rare. However, pupils are not taught how to recognise and tackle discrimination related to all of the protected characteristics. Older pupils receive insufficient guidance and information about careers and future educational choices.
- Pupils make good progress in understanding the importance of learning and develop very positive attitudes to acquiring knowledge and skills as a result.
- Pupils understand the importance of making positive contributions to their own community and upholding the rule of law in wider society. They have an adequate understanding of British values and institutions, including the democratic process.
- The school provides interesting and helpful opportunities for pupils to learn some skills to help them become competent citizens in the future. For example, pupils learn how to fill out a passport application form or open a bank account.
- Pupils demonstrate a reasonable understanding of how to use the internet and social media safely.

Behaviour

- The behaviour of pupils is good.
- Pupils have respect for their teachers and demonstrate excellent attitudes to learning, despite the poor quality of teaching.
- Lessons are very rarely interrupted due to poor behaviour. Pupils behave kindly and considerately to one another during all parts of the school day. They are polite to adults, including visitors. Typically, they look after equipment well and demonstrate empathy for one another's feelings and views.
- The records leaders keep of more serious behaviour incidents show that bullying is uncommon and there are few examples of repeated incidents.
- Pupils and parents are confident that behaviour is good.
- Leaders keep no record of overall attendance or trends in the attendance of particular groups of pupils. Therefore, it was not possible to establish precise information about overall attendance figures or persistent absence rates. However, attendance registers sampled indicate that pupils typically attend school well.

Outcomes for pupils

Inadequate

- Outcomes for pupils are inadequate. The information leaders compile to make decisions about pupils' progress and attainment does not cover a broad enough range of learning to enable them to establish an accurate view of pupils' progress or attainment. Pupils' work shows that most pupils make insufficient progress in reading, writing or mathematics in

the current year.

- Pupils' progress in reading is weak. Their understanding of phonics is restricted because these skills are not taught systematically or regularly enough, particularly in key stage 1.
- The progress pupils make in learning to write is poor. Teachers' expectations are too low. Pupils are not challenged to write regularly to develop their writing fluency. Pupils make weak progress from their starting points. The most able pupils are not supported to extend their writing skills and deepen their knowledge of effective writing.
- Nearly all pupils speak English as an additional language. These pupils make inadequate progress across a wide range of subjects.
- In mathematics, the most able pupils make slow progress in selecting the most effective method to solve problems. Pupils from all starting points make inadequate progress in applying their calculation skills. This is because teachers make little use of information about pupils' starting points when setting them work in mathematics.
- Pupils who have special educational needs and/or disabilities are making better progress in the current year.
- Pupils make inadequate progress across the wider curriculum. They are unable to develop and demonstrate improvements in skills and knowledge specific to some subjects because of the poor provision. For example, opportunities for teachers to identify the most able pupils in particular sports and help them make progress are non-existent.

Early years provision

Inadequate

- Children make inadequate progress from their individual starting points because leaders do not ensure that children are taught well across all the required areas of learning. The range of information leaders collect is too narrow in scope to accurately assess children's achievements. As a result, the proprietor has not ensured that all of the independent school standards are met in the early years.
- Leader's information about children's outcomes indicate that every child in the Reception Year has achieved the same outcomes in all areas of learning. Leaders were not able to support these assessments with compelling evidence. Children's work sampled during the inspection did not support leaders' judgements about children's academic achievement.
- Teachers make inadequate use of assessment to plan and adapt opportunities for children to learn, both indoors and outside. There is little evidence that teachers adapt activities to challenge the most able children or support those who have special educational needs and/or disabilities.
- Leaders do not ensure that children can use a broad range of learning resources to help them learn basic skills in reading, writing and mathematics. The range of books in English for children to read is poor.
- Children's creative and aesthetic work is of a very poor quality because expectations of what children can achieve are too low.
- Leaders do not use information about children's progress to identify where teaching needs improvement or to plan the professional development of staff. For example, the teaching of phonics is inconsistent because leaders have not evaluated accurately how well

children learn to read.

- Children make good progress in their social development. They know how to obtain help and share the equipment thoughtfully with one another. They behave well and make good progress in sustaining concentration, even when the work they are asked to do is not tailored to their needs and interests.
- The setting is secure and well maintained. Members of staff supervise children well and know how to report concerns about children's welfare.

School details

Unique reference number	100299
DfE registration number	204/6387
Inspection number	10035532

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 category	Independent school
Age range of pupils	2 to 13
Gender of pupils	Boys
Number of pupils on the school roll	180
Number of part-time pupils	0
Proprietor	Tyy Ins 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 inspection	18–20 November 2014

Information about this school

- Talmud Torah Toldos Yakov Yosef (TTTTYY) is an independent school for boys aged 3 to 13 with an orthodox Jewish religious character. It has two premises about half a mile apart in Hackney, north-west London. The early years and key stage 1 provision operates from East Bank, Stoke Newington.
- The school was previously inspected in November 2014 at which time it was judged to be inadequate. The most recent progress monitoring inspection was conducted in November 2016. During this inspection, some regulations continued to be judged as unmet. This inspection incorporated a progress monitoring inspection to check if these standards were now met.

- There are 180 pupils on roll, including 32 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 does not use any alternative provision for pupils of secondary school age.
- 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

- Inspectors conducted observations in classrooms, including in the Nursery and Reception classes. Some of these observations were completed jointly with senior leaders. Inspectors observed pupils and spoke with them during playtime and the lunch break.
- Meetings were held with senior leaders and representatives of the governing body. Inspectors also held discussions with leaders responsible for particular aspects of the school's work. The premises manager accompanied inspectors during tours of both school sites. Inspectors also scrutinised records of checks on the premises, including risk assessments.
- Inspectors scrutinised a range of documents including information about pupils' progress, school policies and schemes of work, and records of leaders' work to check on the quality of teaching. Inspectors looked at behaviour records, attendance information and documents related to safeguarding to check their compliance with the independent school standards.
- Inspectors met with some parents informally at the beginning of the school day. They also spoke with a group of pupils and heard a number of them read during the inspection. There were no responses to Ofsted's online questionnaire, Parent View, or to other surveys provided by Ofsted during the inspection.
- A wide range of pupils' work was scrutinised.

Inspection team

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Her Majesty's Inspector

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Ofsted Inspector

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