

TTD Gur School

17 Margaret Road, Stamford Hill, London N16 6UX

Inspection date

3 March 2021

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), 2(2)(d), 2(2)(d)(ii), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(h) and 3(j).

- At the time of the previous inspection, these standards were not met because the teaching of reading, writing and phonics was weak. Inspectors found that teachers did not have the skills needed to help pupils learn to read using phonics.
- The secular subject curriculum was also weak. In subjects such as history and geography, the curriculum was not planned to help pupils build their knowledge over time. Pupils did not have enough opportunities to learn about Britain, other cultures and other places in the world.
- While there were plans in place for personal, social, health and economic (PSHE) education, these were limited. Leaders had not ensured that a suitable programme for PSHE was in place for all year groups. Plans did not include opportunities to learn about the protected characteristics set out in the Equality Act 2010, including the roles of women.
- Leaders available on the day of this progress monitoring inspection were not able to provide evidence for the standards in this part. Leaders were unable to provide a curriculum policy or schemes of work for the subjects taught. They were unable to talk about the actions taken to address the unmet standards since the previous inspection.
- Leaders said that only the headteacher, who was absent at the time of this inspection, has the information related to the standards in this part.
- The standards in this part are not met.

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

Paragraphs 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii).

- These standards were not met at the previous inspection because inspectors were not permitted to speak with pupils. Because inspectors were not able to speak with pupils,

they were unable to ascertain pupils' awareness of spiritual, moral, social and cultural development. They were unable to determine pupils' understanding of different cultural traditions, their awareness of and respect for other people, including people with protected characteristics.

- Leaders available on the day of this inspection were not able to provide any evidence to show how the school meets the standards in this part. Leaders could not show how they promote mutual respect and tolerance of those with different faiths and beliefs. Leaders could not provide any curriculum plans to show how the school promotes fundamental British values. The inspector was able to speak with a group of pupils unaccompanied. However, leaders consented only for the inspector to discuss with pupils about safety, safeguarding, learning, behaviour and bullying. The inspector was unable to find out about how pupils respect people from different backgrounds.
- Leaders are aware of the new government guidance for relationships and sex education and health education. However, they do not have plans in place to show how they intend to follow this statutory guidance.
- Therefore, the standards checked remain unmet.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 9, 9(b), 10, 32(1) and 32(1)(c)

- These standards were not met at the previous inspection because the school's safeguarding policy was not up to date. It did not reflect the government legislation at that time. Furthermore, inspectors were not able to speak with pupils to establish whether they feel safe in school.
- The inspector was able to speak to pupils during this monitoring inspection. Pupils said they feel safe and secure in school. They feel that staff look after them well. Pupils are confident to report any concerns or worries to their teachers or safeguarding leaders.
- Staff are trained to identify and report any safeguarding concerns. Leaders make sure that staff are up to date with the latest guidance through regular training sessions. Staff understand their roles and responsibilities about how to keep pupils safe. Staff understand the school's whistleblowing procedures and how to contact the local authority children's services, if required.
- The school's safeguarding policy is suitable. Paper copies are available to parents and carers on request.
- Because inspectors were unable to speak with pupils at the last inspection, they could not find out if the school's anti-bullying strategy and behaviour policies were understood or implemented effectively or consistently. They could not hear pupils' views on behaviour.
- This inspection found that pupils know that bullying is wrong. Pupils have been taught about anti-bullying and say that staff always deal swiftly and well with any incidents. Pupils understand the school's behaviour code and said that, most of the time, pupils follow the rules. Pupils say that staff manage behaviour consistently.
- Staff understand the school's procedures for managing behaviour, including working with other professionals to support pupils with specific needs. The school is calm, and pupils move between lessons sensibly.

- The standards that were checked in this part are now met.

Part 8. Quality of leadership in and management of schools

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

- These standards were not met at the previous inspection because leaders had not ensured that the independent school standards were met consistently. Inspectors found that leaders' capacity was limited, particularly in monitoring and developing the secular subjects. The inspection also found that leaders were not ensuring that staff had the necessary training or support to teach the secular subjects well enough. Leaders had not ensured that the school's safeguarding policy reflected current guidance at the time.
- This progress monitoring inspection found that leaders' capacity remains limited. The headteacher was absent on the day of this inspection and no other members of staff were able to provide details on the secular curriculum or the progress made in addressing the weaknesses identified at the previous inspection.
- Members of the proprietor body were not available to meet with the inspector.
- Leaders available on the day of this inspection were not able to provide evidence for the unmet standards in parts 1 and 2 of the independent school standards.
- The standards in this part remain unmet.

Schedule 10 of the Equality Act 2010

- At the previous inspection, an accessibility plan was not in place. This remains the case.

Statutory requirements of the Early Years Foundation Stage

- The early years learning and development requirements that were not met previously remain unmet. These requirements are about ensuring that children learn how to communicate and read and write in English. Leaders available on the day of the inspection were not able to provide evidence for these requirements.

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, as set out in the annex of this report. 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.

School details

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|-------------------------|----------|
| Unique reference number | 138101 |
| DfE registration number | 204/6005 |
| Inspection number | 10179062 |

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 | Other independent school |
| School status | Independent school |
| Age range of pupils | 3 to 7 |
| Gender of pupils | Boys |
| Gender of pupils in the sixth form | Boys |
| Number of pupils on the school roll | 231 |
| Number of part-time pupils | None |
| Proprietor | TALMUD TORAH D'CHASIDEI GUR LIMITED |
| Headteacher | Rabbi Israel Najman |
| Annual fees (day pupils) | Variable |
| Telephone number | 020 8806 5774 |
| Website | None |
| Email address | ttdgur@gmail.com |
| Dates of previous standard inspection | 29–31 October 2019 |

Information about this school

- The school's most recent standard inspection took place in October 2019.
- The school is registered for up to 140 pupils between the ages of three and seven. It continues to breach its registration agreement because there are 231 pupils on roll and pupils up to the age of 11.
- Pupils study Jewish religious studies which are taught in Yiddish. Pupils study a secular curriculum which is taught in English.
- The school shares its site with a yeshiva. The school does not use alternative provision.

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.
- This inspection was carried out with 30 minutes' notice.
- The school's most recent standard inspection took place in October 2019. The school was judged to be inadequate. This was the school's first progress monitoring inspection.
- The headteacher was absent on the day of this inspection. Trustees from the proprietor body were not available to speak with the inspector.
- The inspector held discussions with the school manager and an external adviser, who represented the proprietor and headteacher in their absence. The inspector met with a group of teaching staff. He spoke with a group of pupils.
- The inspector met with the designated safeguarding leads. He looked at the school's single central register of staff suitability checks and the school's safeguarding policies and procedures.
- The inspector toured the school and visited classes.

Inspection team

Gary Rawlings, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

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

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) 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;
 - 3(b) 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;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) 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;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly; and
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act[10].

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(a) 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;
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 5(b)(iii) encourage pupils 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;
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
 - 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
 - 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–
 - 5(d)(i) while they are in attendance at the school,
 - 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
 - 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–

- 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
- 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
- 34(1)(c) actively promote the well-being of pupils.

■ **Schedule 10 of the Equality Act 2010**

Arrangements made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

■ **The early years learning and development requirements**

- 1.4 Support children in their learning and development in literacy
- 1.5 Children have activities and opportunities to develop their communication and language; literacy development that encourages children to links sounds and letters and begin to read and write
- 1.7 Ensure that children have sufficient opportunities to learn and reach a good standard in English language.

The school now meets the following requirements of the independent school standards

Part 3. Welfare, health and safety of pupils

- 7 The standard is met in this paragraph if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
 - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard is met in this paragraph if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively.
- 10 The standard is met in this paragraph if the proprietor ensures 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.

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