

Inspection of T T T Y Y School

14 Heathland Road, London, London N16 5NH

Inspection dates: 29 June to 1 July 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Early years provision

Inadequate

Overall effectiveness at previous inspection

Inadequate

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils feel safe and looked after. They like being part of the school's tight-knit community. Staff know their pupils and families well.

Pupils are happy to be back at school. They enjoy their lessons and want to learn. They pay attention in class and like to ask questions. Pupils behave well. Leaders have set out clear behaviour rules which everyone knows and follows.

Pupils learn about different forms of bullying. Sometimes there can be name calling or rough play, but teachers deal with it. Pupils know staff will not tolerate bullying.

Pupils do not get a well-rounded education. They study a narrow range of subjects. Pupils spend most of the school day doing Jewish studies. The standard of teaching in the secular subjects is weak. Pupils struggle to read and write English. The provision in early years gives children a poor start to school life.

What does the school do well and what does it need to do better?

The secular curriculum is not structured. Leaders have not planned exactly what they want their pupils to learn and when. Pupils do not learn a broad curriculum. Pupils do not have the knowledge and skills they should have to prepare them for their next steps in education. Leaders provide a Kodesh curriculum which is in line with their aims for the school. Pupils come to this school because of its strictly orthodox Jewish ethos.

The teaching of early reading is weak. Leaders do not consider this a priority. In early years, children have little, if any, English. Pupils do not learn to read and write in English until Year 2. Staff do not know how to teach phonics effectively. They have not received suitable training. Pupils cannot use phonics to sound out and decode words. They do not take books home to read. Older pupils struggle to read fluently as a result.

The secular curriculum is narrow. Leaders give little time to secular subjects on the timetable. Pupils do not develop a deep knowledge of these subjects. Occasionally, pupils do woodwork and creative arts. Leaders do not ensure that these aspects of pupils' learning are well planned. In early years, children's learning focuses on teachings from the Torah. It is incidental if children cover elements of the early years foundation stage (EYFS). Leaders do not check children's progress against the early learning goals.

Pupils no longer have physical education. Leaders told inspectors this was due to the impact of COVID-19 (coronavirus). Children in Nursery and Reception do not have suitable resources to improve their athletic skills. The outdoor space they use is uninviting and not set up for their enjoyment or learning.

Pupils have limited knowledge in subjects such as history, geography and science. These lessons do not follow a logical sequence. Pupils do not have a basic knowledge that they can build on. Instead, they know random pieces of information about a subject. For example, Year 8 pupils can give some facts about the Maginot Line but do not know Britain's involvement in the Second World War. In personal, social, health and education (PSHE), pupils learn about voting in national elections. However, some pupils do not know the countries that make up the United Kingdom.

Leaders and teachers do not have the expertise to teach the secular subjects well. They do not have high expectations for pupils' achievement. Teachers work through textbooks and do not consider what pupils have learned before. They do not check if pupils have understood before moving on.

Specially trained staff help pupils with special educational needs and/or disabilities (SEND). School leaders and governors take their duty seriously in this respect. They make sure that pupils with an education, health and care plan get the specialist help they need. Pupils with SEND often receive extra help outside of lessons. Teachers get support in lessons to adapt work to pupils' needs. Leaders have written a suitable accessibility plan.

In mathematics, pupils make better progress than in other secular subjects. The work they do is generally appropriate for their age, including in early years. In English, pupils have few opportunities for creative writing. Sometimes leaders try to make writing meaningful for pupils. For example, pupils wrote formal letters to the local council about road closures. They also write about some of the trips they go on, such as a visit to a safari park.

Leaders' work to promote pupils' personal development is weak. Pupils in Years 7 and 8 do not receive any careers guidance. They have no idea about the choices on offer for them when they leave the school. Pupils know very little about different cultures. They do not interact much with people from other backgrounds. Pupils know to respect everyone, regardless of difference. Yet, they do not know what these differences are. Their knowledge of other religions does not go beyond knowing the names of religions.

Pupils know how to maintain a healthy lifestyle. This forms a large part of their work in science. Staff teach selected science subject content in line with the school's ethos.

Pupils discuss morality and issues such as the freedom of speech. They understand the importance of good behaviour. Lessons are calm and free of disruptive behaviour.

Leaders did not allow inspectors to ask pupils about relationships. There is no evidence that pupils have an age-appropriate understanding of healthy relationships. Leaders have planned a PSHE programme that respects the ethos of the school. They do not pay due regard to all the protected characteristics.

Leaders engage well with staff. They think about staff's well-being. While training opportunities are limited, staff are positive about those they receive.

Leaders are in the process of appointing a new leader for the early years provision. Beyond this, leaders, governors and trustees of the proprietor body do not have a clear vision to improve the school. They want to make the school better but have no strategic plans on how to do this. They have not tackled weaknesses identified at the previous inspection. A significant number of the independent school standards are not met.

Safeguarding

The arrangements for safeguarding are effective.

Leaders know about the safeguarding issues their pupils may face. Leaders are well known in the local community. Families speak openly with leaders and look to them for support. The safeguarding policy is available to parents on request.

Leaders and staff know and follow statutory guidance. They work with external agencies if there are concerns about pupils.

In the Nursery classes, the number of children per adult is just above the statutory guidance for supervision. All other aspects of safeguarding and welfare requirements in the early years are met.

What does the school need to do to improve?

(Information for the school and proprietor)

- The quality of education in the secular subjects is inadequate. The curriculum is narrow and lacks structure. Weak planning means that pupils do not build up substantive knowledge during their time at school. Leaders should design a curriculum that is broad and ambitious.
- The teaching of early reading is weak. Children in the early years and key stage 1 do not learn to read quickly enough. Older pupils cannot read as well as they should. Staff do not have the necessary knowledge to ensure phonics teaching is effective. Leaders should ensure that all teaching staff receive high-quality phonics training in line with the chosen phonics programme.
- The early years provision is poor. Leaders do not use the EYFS statutory framework as the basis for children's learning. They do not track children's progress effectively. The outdoor area does not provide children with opportunities to enhance their learning and physical development. Leaders should ensure that children's learning and assessment is based on statutory guidance. They should improve the learning environment, particularly the outdoor area, so that children have an inviting place in which they can learn and develop. Leaders must ensure that they comply with the statutory guidance for ratios of staff to children in the early years.

- Secondary-age pupils do not receive careers guidance. They are not well prepared for their next stage of education. Leaders should ensure that appropriate plans are drawn up so that pupils receive impartial and high-quality careers guidance.
- Pupils are not well prepared for life in modern Britain. They have limited knowledge about backgrounds and lifestyles that are different to their own. The PSHE curriculum does not pay due regard to all the protected characteristics. Leaders should ensure that the PSHE curriculum helps pupils to gain an understanding and appreciation of different cultures and religions. Pupils should have opportunities to contribute to wider society.
- Leaders do not ensure that all the independent school standards are met. Leaders have not got a clear plan in place to develop the curriculum. The quality of education is poor. Leaders would benefit from external support to help with strategic plans to improve the school.

How can I feed back my views?

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The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	100299
DfE registration number	204/6387
Local authority	Hackney
Inspection number	10193512
Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 13
Gender of pupils	Boys
Number of pupils on the school roll	169
Number of part-time pupils	None
Proprietor	TTY Institution Trust
Chair	P. Braun
Headteacher	Y.Y. Friesel
Annual fees (day pupils)	£4,992
Telephone number	020 8802 1348
Email address	tyyschool@yahoo.co.uk
Date of previous inspection	22 to 24 January 2019

Information about this school

- Talmud Torah Toldos Yakov Yosef (TTTTYY) is an independent orthodox Jewish school for boys. The school has two premises in the London Borough of Hackney. The main school building provides education for boys aged eight to 13. Early years and key stage 1 provision is located close by at 47 East Bank.
- The school is registered for up to 199 boys. Currently, there are 49 pupils in the early years, all of whom attend full time.
- The school does not use any alternative provision.
- The last standard inspection took place in January 2019, when the school was judged to be inadequate. The school did not meet all of the independent school standards.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school, and have taken that into account in their evaluation.
- During the inspection, inspectors met with the headteacher, the head of school, a representative of the proprietor trust, the leader for early years and key stage 1, the designated safeguarding lead, both special educational needs coordinators, subject teachers and members of staff.
- Inspectors spoke informally to pupils in the playground and met with two groups of pupils from Years 7 and 8.
- There were no responses to Ofsted's online surveys.
- Inspectors did deep dives in these subjects: PSHE, mathematics, history and reading. Other subjects were considered as well, including geography, English and science. Inspectors met with subject leaders and teachers, visited lessons, reviewed pupils' work and spoke to pupils about their learning. Inspectors also listened to pupils read.
- Inspectors reviewed a range of documentation, including school policies and procedures related to safeguarding and health and safety, behaviour and attendance records, curriculum plans and other information provided by school leaders.

Inspection team

Jude Wilson, lead inspector

Her Majesty's Inspector

Adam Vincent

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

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)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 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)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - 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(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(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) 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.

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(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)(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.

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.

Early Years Foundation Stage

- 1.7 For children whose home language is not English, providers must take reasonable steps to provide opportunities for children to develop and use their home language in play and learning, supporting their language development at home. Providers must also ensure that children have sufficient opportunities to learn and reach a good standard in English during the EYFS, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1. When assessing communication, language and literacy skills, practitioners must assess children's skills in English. If a child does not have a strong grasp of English language, practitioners must explore the child's skills in the home language, practitioners must explore the child's skills in the home language with parents and/or carers, to establish whether there is cause for concern about language delay.
- 2.6 In the final term of the year in which the child reaches age five, and no later than 30 June in that term, the EYFS profile must be completed for each child. The profile provides parents and carers, practitioners and teachers with a well-rounded picture of a child's knowledge, understanding and abilities, their progress against expected levels and their readiness for Year 1. The profile must reflect ongoing observation, all relevant records held by the setting and discussions with parents and carers, and any other adults whom the teacher, parent or carer judges can offer a useful contribution.
- 2.7 Each child's level of development must be assessed against the early learning goals (see Section 1). Practitioners must indicate whether children are meeting expected levels of development, or if they are exceeding expected levels, or not yet reaching expected levels ('emerging'). This is the EYFS profile.
- 3.36 For children aged three and over in independent schools (including in nursery classes in academies), where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another suitable level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:
 - there must be at least one member of staff for every eight children
 - at least one member of staff must hold a full and relevant level 3 qualification
 - at least half of all other staff must hold a full and relevant level 2 qualification

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