

TTD Gur School

17 Margaret Road, Stamford Hill, London N16 6UX

Inspection date

22 February 2022

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 full standard inspection in October 2019, 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. Subject plans, including for personal, social, health and economic education, were limited or not in place. The plans did not 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. Plans did not include opportunities to learn about the protected characteristics set out in the Equality Act 2010.
- At the first progress monitoring inspection in March 2021, leaders were not able to provide evidence for the standards in this part.
- Some subject plans are now in place, including for English, mathematics and personal, social, health and economic education within the Kodesh curriculum. This is starting to have a positive impact on what pupils know and understand. For example, in mathematics, teachers explain subject knowledge clearly and check pupils' understanding. Pupils enjoy mathematics.
- Teachers set high and consistent expectations of pupils' behaviour in class. Positive relationships with adults help pupils to develop interest and enthusiasm for learning.
- Curriculum plans are also in place for some other subjects such as science, history and geography. These subjects help pupils understand current affairs and contribute to their knowledge of fundamental British values. However, teaching is more haphazard and inconsistent. Teachers lack specialist knowledge and do not deliver all parts of these plans.
- Pupils' lack of knowledge of English is a barrier to their learning throughout the school. Older pupils struggle to correctly decode the words they are reading in English. Their

comprehension is stronger. Younger pupils do not have a wide enough vocabulary in English to access the curriculum.

- The school does not meet all the requirements for these paragraphs.

Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e) and 2A(2)

- At the time of the full standard inspection and the monitoring inspection, these standards were not part of the legislation and were added after this date. Leaders are aware of the new government guidance for relationships and sex education. However, they did not have plans in place to show how they intended to follow this statutory guidance.
- Leaders have a policy for relationships education. Leaders have consulted with parents and a group of parents and leaders have refined the policy. However, no arrangements for teaching about relationships have been implemented. Also, as the school has pupils aged 12 on its roll, the policy should include sex education for this secondary-age group, which it does not.
- The school does not meet all the requirements for these paragraphs.
- The school does not meet all the requirements for this part.

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

Paragraph 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 full standard inspection because inspectors were not permitted to speak with pupils. Inspectors 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.
- At the progress monitoring inspection, leaders were not able to provide any evidence to show how the school met the standards in this part. Leaders could not show how they promoted mutual respect for and tolerance of those with different faiths and beliefs. Leaders could not provide any curriculum plans to show how the school promotes British values. The inspector was able to speak with a group of pupils unaccompanied. However, leaders did not permit the inspector to discuss with pupils how they respect people with protected characteristics.
- Leaders have made some progress in this aspect of the school's work. British values are promoted through the curriculum plans, particularly in geography and history. Pupils understand the rule of law, liberty and the freedom to follow different religious faiths as a matter of law in the UK. They know about respect and tolerance. Pupils, know about government, parliament, voting and how MPs are elected. The inclusion of current affairs topics is factual and impartial. The standards relating to these aspects are met.
- Pupils' knowledge of other cultures and faiths is limited, as is their knowledge of protected characteristics, and so these standards are un-met.
- The inspector spoke with two groups of pupils unaccompanied. However, leaders only allowed the inspector to discuss certain topics with pupils. This included staying safe, bullying, learning and pupils' understanding of British values, law and government and institutions such as parliament. The inspector was unable to find out how pupils respect

people from different backgrounds, different types of families and people with protected characteristics.

- The school does not meet all the requirements for this part.

Part 3. Welfare, health and safety of pupils

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

- At the full standard inspection, leaders had not ensured that the school's safeguarding policy was up to date. It did not reflect the guidance at that time. Inspectors were not allowed to speak with pupils to find out whether they felt safe in school.
- At the progress monitoring inspection, the inspector was able to speak with pupils. Pupils felt safe in school and knew how to let adults know about any concerns they had. The safeguarding policy was suitable. Leaders and staff had appropriate safeguarding training.
- The safeguarding policy remains up to date and includes the latest changes from government guidance. Pupils feel safe in school and know that adults will support them if they need help. When asked about what makes them feel safe in school, many pupils said it was the teachers. The safeguarding policy is available to parents and carers on request.
- The school meets the requirements for these paragraphs.

Paragraph 15

- The Department for Education (DfE) asked the inspector to check that the school was compliant with the restriction order placed on it. The restriction order, which has been in effect since 22 September 2021, prevents the school from admitting new pupils.
- Leaders have been unintentionally misusing the admissions register. They have included a section for prospective pupils, some of whom are only a few months old. Leaders have not added to the register since the restriction came into force and believed that the school was compliant with the restriction. However, some pupils have started school when they should not. This is because leaders have used the register as a de facto 'waiting list'. Leaders say that being on the register is a greater commitment from parents than that of a waiting list. Nevertheless, leaders are in breach of the restriction order. Leaders were surprised to discover this and committed to not allowing any more pupils to start school.
- The school does not meet all the requirements for this paragraph.
- The school does not meet all the requirements for this part.

Part 8. Quality of leadership in and management of schools

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

- At the time of the full standard inspection, these standards were not met. Leaders had not ensured that all the independent school standards were met and met consistently. Leaders' capacity was limited, particularly in developing and monitoring the secular subjects. Staff did not have the training needed to teach the secular subjects effectively.
- At the progress monitoring inspection, leaders' capacity remained limited. Members of the proprietor body were not available. Leaders could not provide details of the secular curriculum or evidence of any progress made in addressing the school's weaknesses.

- The last progress monitoring inspection and the subsequent restriction order imposed by the DfE has prompted significant changes in the school's leadership. All governors are in the process of standing down from their roles. New governors are being appointed. The outgoing chair of governors said this was to bring in new people with more up-to-date ideas.
- The changes are well planned. Governors have sought advice and are working with advisers to help them improve the school. Governors' self-evaluation of the school has identified key priorities. These are staff's training and the need to teach the subjects, including English, as detailed in the plans. Governors have written an action plan and are delivering it. Members of the old and new governing bodies met together with the inspector. A new governor accompanied the inspector on lesson visits throughout the day. A recruitment process is underway for a new headteacher. Leaders aim for all these changes to be in place by the end of April 2022.
- This work is starting to have a positive impact on the quality of education and pupils' personal development. Nevertheless, there is much work to do, and many standards remain un-met.
- Leaders have maintained their compliance with safeguarding requirements. Pupils feel safe and are well cared for. Leaders actively promote the well-being of pupils, and this standard is met.
- The school does not meet all the requirements for these paragraphs.
- The school does not meet all the requirements for this part.

Schedule 10 of the Equality Act 2010

- At the time of the full standard inspection and the first progress monitoring inspection, leaders did not have an accessibility plan in place.
- The accessibility plan is now in place and meets requirements. Governors completed an audit and drew up a clear plan from their findings.
- The school meets the requirements for this part.

Statutory requirements of the Early Years Foundation Stage

- At the time of the full standard inspection, the early years learning and development requirements were not met. This was because children did not learn how to communicate and read and write in English. These requirements remained un-met at the first progress monitoring inspection.
- Children do not have opportunities to develop their communication, language and literacy in English. Children know some of the letter names in English but not the sounds. Children do not understand English because adults do not spend sufficient time talking to them in the English language. Children do know some English words, such as the colours red and blue, but they only identify these when prompted to do so by adults speaking in Yiddish. Leaders have plans in place to deliver phonics teaching, and training for staff is planned. However, at present, children's lack of English and weak phonics knowledge is a barrier to their learning. These requirements remain un-met.
- Other aspects of the early years are stronger. Children are well cared for. There is a happy, warm atmosphere and strong relationships between adults and children. Planning

for the delivery across the other areas of learning is in place. There is some evidence that these plans are being delivered, for example in a range of art and creative activities.

- The school does not meet the requirements for this part.

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.

School details

| | |
|-------------------------|----------|
| Unique reference number | 138101 |
| DfE registration number | 204/6005 |
| Inspection number | 10214599 |

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 |
| Number of pupils on the school roll | 245 |
| Number of part-time pupils | None |
| Proprietor | TALMUD TORAH D'CHASIDEI GUR LIMITED |
| Chair | Mr Schreiber |
| Headteacher | Rabbi Israel Najman |
| Annual fees (day pupils) | Variable |
| Telephone number | 02088065774 |
| Website | None |
| Email address | ttdgur@gmail.com |
| Date of previous standard inspection | 29 to 31 October 2019 |

Information about this school

- TTD Gur School is an independent Orthodox Jewish school in the London Borough of Hackney.
- The school's previous standard inspection took place in October 2019. A progress monitoring inspection took place in March 2021.
- The school is operating beyond its registration agreement. The school has exceeded the maximum number of pupils on roll. The school is registered for 140 pupils and has 245 pupils on roll. The school has admitted pupils above the registered age range. The school

is registered for pupils between the ages of three to seven years. The school has admitted pupils up to age 12.

- The school does not use any 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. Also, the school's compliance with the restriction order on admissions.
- The school's last standard inspection took place in October 2019, when the school was judged to be inadequate. A number of independent school standards were un-met. These related to leadership and management, the quality of education, pupils' spiritual, moral, social and cultural development and pupils' welfare. Safeguarding was judged to be ineffective because inspectors were not able to speak to pupils.
- The school had its first progress monitoring inspection in March 2021 and many standards remained un-met. At this inspection, the inspector was able to speak to pupils, and standards relating to pupils' welfare and safety were met.
- Following this inspection, the DfE took enforcement action against the school. A restriction on admissions was imposed so that no new pupils were to be admitted to the school after 22 September 2021. The school was not required to provide an action plan for the DfE.
- This inspection was the second progress monitoring inspection and was carried out without notice.
- The inspector met with the headteacher and a number of curriculum advisers supporting the school.
- The inspector met with new and existing governors, including the chair of governors representing the proprietor, to discuss the governors' action plan and the school's progress.
- The inspector looked at a range of subject plans and visited classes across the age range, including early years.
- The inspector met with two groups of pupils to discuss their views of the school, their learning and their knowledge of British values and the public institutions of Britain.
- The inspector reviewed the single central record of pre-employment checks and the safeguarding policy. The inspector talked to pupils about how safe they feel in school.

Inspection team

Janet Hallett, 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)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b).
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so

excused until the request is withdrawn, unless or to the extent that the headteacher considers that the pupil should not be so excused.

- 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.

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) ensures that principles are actively promoted which-
 - 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

- 1.4 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 link 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.

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

Part 3. Welfare, health and safety of pupils

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

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

Part 1. Quality of education provided

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(h) that all pupils have the opportunity to learn and make progress.
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 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(h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act.

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)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 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, they are offered a balanced presentation of opposing views.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met 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.
- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that—

- 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request.

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)(c) actively promote the well-being of pupils.

Schedule 10 of the Equality Act 2010

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

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2022