

T T T Y Y School

14 Heathland Road, London N16 5NH

Inspection dates

21 July 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)(a), 2(2)(h), 3, 3(a), 3(c), 3(d), 3(e) and 3(f)

- At the previous standard inspection in June 2021, the secular curriculum was narrow and lacked structure. Leaders gave too little time to secular subjects. Leaders had not planned exactly what they wanted pupils to learn and when. Weak planning meant that pupils were unable to build up their knowledge and understanding. Leaders and teachers did not have the expertise to teach the secular subjects well. The teaching of early reading was weak. Pupils did not learn to read and write in English until Year 2, and staff did not know how to teach phonics. As a result, pupils could not use phonics to sound out and decode words, and older pupils struggled to read fluently. In addition, pupils were not having lessons in physical education (PE).
- Over a year on, there are plans to improve the secular curriculum, but at the time of this inspection no improvements have been made. The curriculum policy and plans in all subjects remain under development. The secular curriculum is no broader than it was. Leaders plan to increase the current daily hour of secular education taught in English to an hour-and-a-half from October 2022.
- The teaching of reading remains unchanged. The plan is to introduce the teaching of phonics a year earlier, from the start of Year 1, from October 2022. Leaders, with external support, are currently finalising their decision to choose a phonics scheme and to organise training for staff. There are no current plans to teach in English in the early years, as leaders intend to review the success of teaching it in Year 1 first.
- Weekly PE lessons are back on the timetable. Pupils exercise and play games and sports in the outdoor playground. However, there are no curriculum plans for the teaching of PE. Leaders have still not provided teachers with the required subject knowledge to teach this, or any secular subject, well.
- These independent school standards continue to be not met.

Paragraphs 2(2)(d), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii) and 2(2)(i)

- The previous inspection found the programme for pupils’ personal, social, health and economic (PSHE) education did not give due regard to encouraging respect for those with protected characteristics under the Equality Act 2010. There were no arrangements to provide careers education, information, advice and guidance to pupils of secondary age.
- This inspection found that a new careers guidance policy is being implemented. Pupils are learning about some of the careers available to them in the future, and have recently practised writing job applications. However, while this is a step forward, the provision is not sufficiently broad and impartial enough to enable secondary-age pupils to fulfil their potential.
- The inspection found that when planning and teaching the PSHE programme leaders continue to have no intention to provide content which encourages respect for all people, including those with protected characteristics.
- Together, these concerns continue to limit pupils’ readiness for life in modern British society. These standards continue to be not met.

Paragraph 2(2)(f)

- The previous inspection found that the early years provision was poor. Children’s learning focused on the teachings of the Torah. Coverage of the areas of learning set out in the early years foundation stage (EYFS) framework was incidental. Leaders did not check children’s progress against the early learning goals (ELGs). The outdoor area did not provide children with opportunities to enhance their learning and physical development.
- This inspection found that there is now a new head of early years. So far, the only changes made have been to improve weekly planning. Children’s learning continues to be entirely in Yiddish and Hebrew, focusing on religious education. The head of early years is currently working on introducing plans for next year that will cover the required areas of learning and to check children’s progress against the ELGs. The outdoor area is no better than it was in June 2021, other than some additional space has been gained after the removal of a portable building. Leaders await quotations to transform it into an attractive space that will provide children with opportunities to learn and play.
- This standard continues to be not met.
- All the standards checked in this part remain not met.

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

Paragraphs 5, 5(b), 5(b)(iii), 5(b)(v) and 5(b)(vi)

- The previous inspection found that pupils were not prepared well for life in modern Britain. The PSHE education curriculum did not pay regard to all the protected characteristics. Pupils lacked knowledge of other cultures, religions and backgrounds. Pupils did not have opportunities to contribute to wider society outside their community.
- This inspection found the PSHE education curriculum still does not encourage respect for all people, including those with protected characteristics. Pupils continue to only have a limited knowledge of other cultures, religions and backgrounds which is not sufficient to promote tolerance and harmony between different cultural traditions. There are no more

opportunities for pupils to contribute to wider society outside their community than there were in June 2021.

- The standards checked in this part remain not met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and 7(b)

- At the previous inspection, safeguarding was judged to be effective.
- This inspection found that leaders have inconsistent oversight of the school's security arrangements. This puts pupils at risk.
- The school's safeguarding policy remains compliant with the latest statutory guidance. Pupils spoken to said they felt safe in school. Arrangements for staff training and reporting concerns remain suitable.
- This standard is now not met.

Part 6. Provision of information

Paragraph 32(1)(c)

- In the absence of a website, the school's safeguarding policy is readily available in hard copy to parents and carers.
- This standard continues to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1)–34(1)(c)

- At the previous inspection, leaders did not have a clear vision to improve the school. They wanted to make the school better, but had no strategic plans on how to do this. The school's action plan was too vague, and timescales were unclear.
- This inspection found that leaders understand the enormity of the improvements required. They have general plans to improve the school, but are working far too slowly. Leaders have appointed a new head of early years and begun to commission some external support, including to help with the teaching of secular education and reading. There is a very long way to go.
- The standard checked in this part ((34(1), 34(1)(a) and 34(1)(b)) remains not met. In addition, 34(1)(c) is now also not met.
- The school is repeatedly failing to meet the independent school standards over time.

Statutory requirements of the Early Years Foundation Stage (EYFS)

- The previous inspection found that children had little, if any, English. Children's learning, and leaders' assessment of children's learning and development, were not based on the EYFS framework. Statutory guidance for staffing ratios was not followed.
- As reported above, early years provision continues to include no teaching in English. Curriculum planning and assessment are still not based on the EYFS framework. Statutory guidance on ratios is partially met, in that the provision includes one adult for

every eight children. However, while there is one member of staff holding an approved level 3 qualification, fewer than half of all other staff hold an approved level 2 qualification.

- The statutory requirements checked remain not met, and an additional requirement relating to the teaching of communication and language, and literacy, is also not met.

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

Unique reference number	100299
DfE registration number	204/6387
Inspection number	10243979

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	Orthodox Jewish day school for boys
School status	Independent school
Age range of pupils	2 to 13
Gender of pupils	Boys
Number of pupils on the school roll	166
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
Website	None
Email address	tyyschool@yahoo.co.uk
Date of previous standard inspection	29 June to 1 July 2021

Information about this school

- Talmud Torah Toldos Yakov Yosef (TTTTY) 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 79 children 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 June and July 2021, when the school's overall effectiveness was judged to be inadequate for the fourth consecutive time.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The school was last inspected in July 2021. Following this inspection, the Department for Education (DfE) asked leaders to submit an action plan. Ofsted evaluated this plan to be not acceptable. It was rejected by the DfE in May 2022. This was the school's first unannounced progress monitoring inspection since the July 2021 inspection.
- The focus of the inspection was to check whether the school complied with particular requirements within Parts 1, 2, 3, 6 and 8 of the independent school standards and some of the EYFS requirements.
- Inspection activities included meetings with leaders and tours of both premises.
- The inspector met with a group of pupils. In line with leaders' requests, he did not ask them anything about sex education and different types of relationships.
- The inspector also reviewed a range of evidence, including curriculum plans, policies and pupils' work.
- There were no recent responses on Ofsted Parent View to consider.

Inspection team

James Waite, lead inspector

Ofsted 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 not 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)(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;
 - 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.

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

- 1.13 (previously 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 language 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 with parents and/or carers, to establish whether there is cause for concern about language delay.
- 2.9 (previously 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. This includes those children who, by exception, complete the EYFS in an Ofsted or childminder agency registered setting and who are due to start school in year 1 in the following academic year.

- 2.11 (previously 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 not yet reaching expected levels ('emerging'). This is the EYFS Profile.
- 3.37 (previously 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 approved 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 an approved level 3 qualification
 - at least half of all other staff must hold an approved level 2 qualification.

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

- 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.

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.

Early Years Foundation Stage

- 1.6. Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

Communication and Language

The development of children's spoken language underpins all seven areas of learning and development. Children's back-and-forth interactions from an early age form the foundations for language and cognitive development. The number and quality of the conversations they have with adults and peers throughout the day in a language-rich environment is crucial. By commenting on what children are interested in or doing, and echoing back what they say with new vocabulary added, practitioners will build children's language effectively. Reading frequently to children, and engaging them

actively in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and modelling from their teacher, and sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary and language structures.

Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

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