

# Inspection of T T T Y Y School

14 Heathland Road, London N16 5NH

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Inspection dates: 13 to 15 June 2023

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

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 are safe and enjoy coming here. They want to learn and are keen for opportunities to do so. Pupils show interest in lessons and generally behave well. They are polite and courteous. Pupils move happily and orderly around the school. They enjoy coming together as a close-knit community, including the times when they sing songs and prayers joyfully in their classrooms.

Pupils understand what bullying is and know that staff deal with it quickly if it ever happens. They hold the leaders and teachers in high regard. Working relationships are positive. Pupils are well mannered and respectful.

Leaders' expectations and ambitions of the curriculum are low. They provide pupils with a narrow range of subjects to study. There is little structure or sequence to what leaders want pupils to know and do. Leaders do not ensure that pupils have enough time to learn a broad range of subjects effectively. The learning experiences of children in early years are poor. As a result, children do not develop their understanding across all seven areas of learning adequately. Pupils at all phases in the school are not well prepared for the next stages of education.

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

Leaders' curricular thinking of the secular curriculum is weak and underdeveloped. They do not make sure that pupils have appropriate time for the teaching of secular subjects. Leaders do not ensure that pupils study a broad range of subjects. For example, there is no sequenced curriculum in place to support pupils' physical development, geographical or creative artistic skills. Leaders do not have a clear understanding of how children in early years progress through different areas of learning.

In the few subjects that pupils study, leaders do not have a coherent curriculum. For instance, a new scheme of work for science is only delivered to one year group. This means that pupils do not build their knowledge in a systematic way. Learning experiences are often unconnected and in some cases random. Leaders do not make sure that pupils get opportunities to explore a wide range of mathematical concepts.

Typically, teachers' subject knowledge is weak. This is because there is no curriculum in place for them to follow, or know what to teach and when. Teachers choose resources that do not help to deepen pupils' knowledge and understanding. Pupils are enthusiastic learners, but they struggle to describe what they have learned or remembered in lessons. There are very few clear approaches in place to check pupils' understanding. The learning environment in early years does not enhance children's early learning development. Leaders do not make sure that compliance with statutory requirements of the early years foundation stage is met.

Early reading is in its infancy. Leaders have introduced the teaching of phonics to pupils in Year 1. Children in Reception do not learn to read or write in English. Staff

have not received suitable training to teach phonics effectively. Pupils who are taught phonics in Years 1 and 2 do not have books that match the sounds they are learning. This means that they are unable to practise decoding words fluently.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) well. They put appropriate support in place to help address these pupils' needs. Staff are effective in using external services. They work closely with families. Parents and carers spoke positively about the support their children with SEND receive.

Staff make sure that pupils behave well. This begins in the early years where children follow routines and instructions. Across the school, pupils' behaviour is calm and orderly. Typically, pupils do not interrupt learning in lessons.

Leaders have taken some actions to improve their work in promoting pupils' personal development. For example, pupils in Years 7 and 8 now receive adequate careers guidance. Leaders encourage pupils to participate in visits, including to local museums and some London landmarks. Pupils are taught about living a healthy lifestyle. They know about the importance of healthy eating, why they should exercise and how to look after their teeth.

Teachers help pupils to learn about values and morals. Leaders do not provide suitable opportunities for pupils to learn about different religions and beliefs. This means that pupils do not gain sufficient knowledge about the range of cultures and religions in modern Britain. Teaching does not actively encourage pupils to respect people with characteristics that are protected by law. While the school has a relationship and sex education (RSE) policy, the curriculum programme is limited and does not cover all the required aspects.

Leaders do not provide routine opportunities to train teachers across secular subjects. This means that staff's expertise to deliver the curriculum is generally not well developed. For example, in the early years, staff do not have the required expertise to teach statutory requirements. Staff appreciate that leaders support their well-being.

Leaders' expectations of what pupils can achieve are too low. Leaders have taken few actions to address the areas for improvement identified in the last inspection. The proprietor body and leaders have little strategic oversight in place to identify what needs to be done, by whom and when. This means that school improvement is not focused and is too slow in bringing about the significant change and impact that is needed. The proprietor body has not addressed most of the unmet independent school standards (the standards) from the last inspection. Almost all of the standards identified in the previous inspection as unmet remain so. Leaders comply with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that the appropriate checks are carried out for staff employed at the school. Staff receive appropriate safeguarding training. Teachers understand how to report a safeguarding concern. Leaders take appropriate actions when needed. This includes contacting external agencies to support them in helping pupils in need. The ratio of staff to children in the early years is suitable. The safeguarding policy is available to parents on request.

Pupils feel safe and know they could speak to someone if they were worried or concerned about anything. They are taught about fire safety and the dangers of talking to strangers when travelling home alone.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- The curriculum is narrow and lacks coverage, sequencing and coherence. As a result, pupils are not building the knowledge they need to know and remember in a wide range of subjects. Leaders must focus on building a curriculum that is broad and ambitious, with clearly defined knowledge and skills that pupils develop as they progress through the school.
- Leaders do not ensure that the quality of teaching is effective. As a result, pupils do not develop their knowledge and understanding securely. Leaders must make sure that teachers' subject knowledge and expertise help pupils to progress well across the taught secular subjects.
- Children in early years do not learn to read quickly enough. Reading skills are not embedded as pupils progress through the school. Teachers lack the training and expertise in the teaching of phonics. Books that pupils read in Years 1 and 2 do not match the sounds they know. Leaders should ensure that staff have the expertise to teach phonics securely so that pupils can read with fluency and accuracy, beginning in Reception.
- Leaders do not make sure that all areas of learning are taught in early years. Activities that teachers choose are random and often unconnected to a coherently sequenced curriculum. The learning environment in the classroom and outdoors is not conducive to supporting children's early years development. Leaders need to ensure that curricular thinking in early years considers all areas of learning sequentially. They also need to make sure that the environment enables children in the early years to get the best possible start to their schooling so that they are fully ready for Year 1.
- Leaders do not ensure that pupils learn about religions, beliefs and cultures other than their own. Leaders do not ensure that the RSE programme encourages respect for all the protected characteristics. This means that pupils are not prepared for life in modern Britain. Leaders need to provide pupils with greater opportunities through the personal, social and health education curriculum to learn about other cultures and religions and make a broader contribution to the wider society. They need to make sure that the RSE programme meets statutory

requirements.

- The proprietor body and leaders do not have strategic oversight of the school's work. They do not ensure that all the standards are met consistently, including those unmet during the last inspection. Leaders must make sure that they have a clear oversight of the school's work so that they meet the required standards consistently.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

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

## School details

<b>Unique reference number</b>	100299
<b>DfE registration number</b>	204/6387
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10267586
<b>Type of school</b>	Orthodox Jewish day school for boys
<b>School category</b>	Independent school
<b>Age range of pupils</b>	2 to 13
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	155
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	TTY Institution Trust
<b>Chair</b>	P. Braun
<b>Headteacher</b>	Y.Y. Friesel
<b>Annual fees (day pupils)</b>	£4,992
<b>Telephone number</b>	020 8802 1348
<b>Website</b>	None
<b>Email address</b>	tyyschool@yahoo.co.uk
<b>Date of previous inspection</b>	29 June 2021

## 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 building, situated at 14 Heathland Road, London, N16 5NH, provides education for boys aged eight to 13. The second site, located at 47 East Bank, London, N16 5PZ, provides education for children in early years and pupils in Years 1 and 2. This site is undergoing building works to add a new staffroom, kitchen, toilets for the boys and ones for staff.
- The school is registered for up to 199 boys. Currently, there are 49 children in the early years, all of whom attend full time.
- The school's curriculum includes religious (Kodesh) studies as well as a few secular (Chol) subjects. Leaders have organised the school day and curriculum to include the teaching of Jewish studies mostly in the morning and secular subjects in the afternoon. Since the previous inspection, leaders have increased the amount of time dedicated to the teaching of secular subjects by half an hour. Pupils spend most of the school day studying Jewish studies.
- The school does not make use of 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.
- The school received an additional inspection in July 2022, where the standards checked during the inspection were not met.

## Information about this inspection

Inspectors 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 set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the head of the secular curriculum and compliance, a representative of the proprietor body, the leader for early years and key stage 1, the designated safeguarding lead, both special educational needs coordinators, teachers, staff and pupils.
- Inspectors carried out deep dives in reading, mathematics, science and geography. Inspectors met with the leader of the secular curriculum responsible for all subjects. Inspectors visited a sample of lessons, spoke to teachers, spoke

to some pupils about their learning and considered pupils' work.

- Inspectors considered the curriculum in other subjects.
- Inspectors considered information provided about safeguarding arrangements. This included scrutiny of pre-employment checks. Inspectors reviewed safeguarding procedures and processes by talking to leaders, staff and pupils.
- Inspectors considered the views of parents, pupils and staff in discussions.
- Inspectors did not speak to pupils about certain aspects of relationships education in line with leaders' requests.
- There were no responses to Ofsted's online surveys.

### **Inspection team**

Lascelles Haughton, lead inspector

His Majesty's Inspector

Karen Matthews

Ofsted 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)(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.
- 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(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(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(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)(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**

#### **Section 1. The learning and development requirements**

- 1.3 There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.
- 1.6 Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.
- 1.13 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.

#### **Section 2. Assessment**

- 2.9 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.

- 2.11 Each child's level of development must be assessed against the early learning goals. 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.

### **Section 3. The safeguarding and welfare requirements**

- 3.35 For children aged three and over at any time in registered early years provision when a person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification is not working directly with the 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.

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