

Talmud Torah Toldos Yakov Yosef (TTTTYY) School

Independent School

Inspection report

DCSF Registration Number	2046387
Unique Reference Number	100299
Inspection number	320382
Inspection dates	5-6 March 2008
Reporting inspector	Bezalel Yodaiken

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

Talmud Torah Toldos Yakov Yosef School (TTTTYY) was established in 1986 and is situated in Stamford Hill in Hackney, north London. The school provides education for pupils between the ages of three and 12. The pupil numbers have grown over the past three years and there are now 206 pupils. The majority of pupils come from Yiddish speaking homes and speak English as an additional language. The school is on a split site, with the Nursery to Year 2 in one building at Eastbank and Year 3 to Year 7 at the Heathland Road site. Both buildings are large Victorian properties and the one for the younger pupils is part of a synagogue.

The school was opened to cater for pupils from the *Skver Chassidik* Orthodox Jewish community, but also welcomes other *Chasidik* groups who make up approximately 30% of the school roll. The school is founded on the principle of providing a solid Orthodox Jewish education without compromising the need for essential secular studies. The school's goal is to nurture the best qualities inherent in each pupil and to guide them on the road to maximize their potential as community members.

Evaluation of the school

The quality of the *Kodesh* (religious studies) curriculum is good with some outstanding features and pupils make good progress in work relating to this. The *Chol* (secular) curriculum is inadequate. Too little attention is given to providing for all the required areas of learning, a requirement of regulations, resulting in pupils making inadequate progress. The quality of education overall is inadequate. Spiritual, moral, social and cultural development is good and a great deal is done to foster the boys' self-confidence, kindness towards peers and respect for teachers. Consequently, the behaviour of pupils in class and around the school is outstanding. Welfare, health and safety are inadequate. The premises and accommodation are good, although there is no outside learning area for the Foundation Stage. A considerable number of the regulations are not met.

Quality of education

There is clearly a strength in the *Kodesh* curriculum and the way it prepares pupils for future life. However, the curriculum is inadequate because too little attention is given to providing opportunities to learn across all the required areas of learning.

Insufficient time is allocated to *Chol* and there is no *Chol* curriculum for Reception and Year 1. The main subjects taught in *Chol* are predominantly English and mathematics. There are some opportunities to learn about aspects of geography and science, although the emphasis here is on gaining knowledge and not sufficiently on skills or understanding. Overall, there are too few opportunities provided for the scientific, technological, aesthetic, creative and physical aspects of learning and very little planning to support these areas.

Support for literacy is inadequate and while numeracy is just satisfactory, there is little development of pupils' mental skills. The range of skills in English is narrow and there are too few opportunities for pupils to use what they have learned in English in speaking, listening and reading and writing. When they do, their ability to apply what they have learnt is weak. There is a lack of structured support for pupils who learn English as an additional language.

There is no policy which outlines what is to be taught at each age and stage of pupils' time in school from the Foundation Stage to Year 7. Schemes of work are not in place, except in the *Kodesh* curriculum. The Early Years provision was judged inadequate in a very recent Ofsted inspection, and there is no suitable curriculum for the Foundation Stage.

Planning of the *Kodesh* curriculum is good with some exceptional features. It is appropriate for the age and aptitudes of pupils. The focus is appropriately on the study of *Gemoro* (Talmudical studies), *Mishnayos*, *Chumash*, *Rashi*, *Mussar*, *Sedra*, *Halacha*, Hebrew writing and *Tefilla*. This work supports aspects of human and social education well.

Kodesh is planned in detail with an overall map of subjects to be covered throughout the school. It is a varied, broad and interesting curriculum and ensures pupils gain the necessary skills upon which to build, as they progress in their *Kodesh* studies and future lives as strictly observant Jews. Pupils' level of attainment in the top two classes is outstanding. Pupils gain impressive linguistic skills in Hebrew, Yiddish and Aramaic. Some *Kodesh* learning includes aspects of other subjects such as mathematics, art, science and geography. However, this cross-curricular work is not planned in a systematic way.

There is good personal support for individuals and the *Kodesh* curriculum supports their personal development well. However, there is no planned programme for personal, social and health education (PSHE) and too little emphasis generally on health within the curriculum.

Teaching overall is inadequate and results in inadequate progress. However, the teaching of *Kodesh* is good because lessons are well planned and assessed by knowledgeable staff who inspire the boys and challenge them to think deeply. Pupils make good progress as a result. Although the level of attainment and progress in

Kodesh is good, some pupils who find aspects of learning difficult do not always have work which is specifically matched to their needs.

Teaching and assessment of *Chol* are inadequate. Teachers generally try to maintain a quick pace and motivate pupils to learn. Occasionally, this wanes when they think on their feet, rather than having properly planned their lessons. Planning is weak and what pupils are to learn is rarely stated. Too much waiting takes place in lessons when pupils need help because they have not understood what they are to do or learn.

They do not make enough progress in English. Whilst progress is just adequate in mathematics, pupils have little opportunity to make progress in other areas, apart from the *Kodesh* programme. Pupils are enthusiastic and very diligent learners but are not provided with enough opportunities to learn.

Book resources are adequate, although resources for practical work are limited. Staff know their subjects well but a limited range of teaching methods are used and activities do not meet all pupils' needs. Pupils often complete exercises from books and all do the same work. This results in some pupils finishing quickly while others complete little in the time allocated. Some teaching observed was satisfactory, but some was inadequate and the pace of learning is too slow. This is because not enough is known about the pupils' past learning and staff use few effective ways of assessing pupils' current learning.

Spiritual, moral, social and cultural development of the pupils

Pupils thoroughly enjoy school and their spiritual, moral, social and cultural development is good, with some outstanding features. Their attendance is good. The considerable emphasis placed on the moral and social aspects of their education, through the extremely strong ethos of *Torah* values, leads to pupils growing in their understanding of justice, right and wrong and respect for all. These aspects contribute to their outstanding attitudes and behaviour. Pupils acquire a sense of responsibility for themselves, others and their surroundings, by learning in depth from the *Gemoro*. Pupils feel safe, happy and respected and this is greatly appreciated by parents.

Spiritual development is outstanding. The way pupils *Bentch* (say grace after meals) is truly uplifting, with all pupils taking part enthusiastically and singing from the heart. Self-confidence and self-esteem are built up well through very positive feedback from teachers during and after lessons, and with incentives and praise. Pupils are encouraged to arrange events such as Purim activities, school shows and to organise *Tzedoka* (charity) collections. Through these, pupils make an effective contribution to the community.

The Talmudic studies offer pupils the opportunity to develop their analytical thinking and reflective skills which gives them a good range of transferable skills for their

future lives within their own and the wider community. However, these skills are affected by the lack of progress in other aspect of the curriculum.

Pupils learn satisfactorily about British institutions and services. They have a deep understanding of their own culture and some knowledge of other cultures, all within the context of showing respect to all people.

Welfare, health and safety of the pupils

Welfare, health and safety are inadequate. There is good general personal care for individuals, a clear anti-bullying policy and sound arrangements to protect pupils against the risk of fire. However, there are insufficient procedures and systems to support their health and safety overall and a lack of teaching about these. Pupils are not sufficiently supervised at times and the policy for child protection does not outline sufficiently the procedures to follow. Staff and the coordinator have not been trained. There is no safe recruitment policy or practice. The policy regarding what to do if allegations are made against staff is inadequate and there are no risk assessments for visits or for the building at Heathland Road. Monitoring procedures are inadequate.

The first aid policy lacks all the required guidance for staff. First aid training is not up-to-date. The school does not have a three-year plan to improve accessibility as required by the Disability Discrimination Act (DDA) 2002.

Suitability of the proprietor and staff

The school has no formal system for appointing staff. It ensures that all who work with children have been checked by the Criminal Records Bureau or have a List 99 check before being allowed to work unsupervised with children. Its practice is to only recruit personnel that are well known and who are considered to be stable members of the local community. However, no records, as required, are kept on staff, for example, of their application to work at the school or references from previous employers. The school's single central register of checks does not have all the required information. It does not include all those who work at the school, have regular contact with children or all proprietors.

School's premises and accommodation

Accommodation is good across the two sites and all but one of the regulations are met. The school has worked hard over the past few years to improve the facilities and especially to improve the fabric of the buildings. However, there is a lack of an outdoor learning area for the Foundation Stage children at Eastbank.

Provision of information for parents, carers and others

A good range of information is provided for parents about the school's work, policies and procedures, and the school meets all the regulations except one. Although the school provides high quality annual reports for *Kodesh* this is not the case for secular studies, where the annual report does not outline adequately pupils' progress and attainment. A significant number of parents responded to the inspection questionnaire and expressed a very high degree of satisfaction with all aspects of the school.

Procedures for handling complaints

These fully meet regulations.

Compliance with regulatory requirements

The school does not meet all requirements in respect of the curriculum (standard 1) and must:

- produce a clear policy outlining the aims of the secular curriculum, provide an effective summary of what is taught and ensure there are schemes of work for all subjects and areas of learning (paragraph 1(2))
- provide a curriculum which includes sufficient experience of the scientific, technological, creative, aesthetic and physical areas of learning (paragraph 1(2)(a)(ii))
- ensure that the curriculum policy outlines, and schemes of work ensure, that pupils will acquire skills in speaking, listening, literacy and numeracy (paragraph 1(2)(c))
- ensure that there is sufficient emphasis on health education (paragraph 1(2)(f))
- provide a programme of activities appropriate to pupils below compulsory school age (1(2)(h)(ii))
- ensure the secular curriculum provides the opportunity for all pupils to learn and make progress (paragraph 1(2)(i))
- ensure that lessons in secular studies are well planned, effective teaching methods and suitable activities are used and class time is managed wisely (paragraph 1(3)(c))
- ensure that teachers of secular studies show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons (paragraph 1(3)(d))
- provide classroom resources of an adequate quality, quantity and range and ensure that they are used effectively (paragraph 1(3)(f))
- put a framework in place to assess pupils' work in secular studies regularly and thoroughly and use information from such assessment to plan teaching so that pupils can make progress (paragraph 1(3)(g))

- put in place a framework by which pupil performance can be evaluated by reference to either the school's own aims, as provided to parents and/or by national norms (paragraph 1(4)).

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- implement the written policies to safeguard and promote the welfare of children who are pupils at the school, especially ensuring that all staff, including the designated persons, are appropriately trained in child protection (paragraph 3(2)(b))
- produce a policy which accurately outlines the health and safety procedures to be followed when pupils undertake activities outside the school and which when implemented clearly takes full account of the risk assessments made (paragraph 3(2)(c))
- ensure there is rigorous monitoring of all aspects of health and safety and that a thorough policy outlines how this will be done and rectify all the outstanding health and safety failings (paragraph 3(4))
- ensure that the school always has at least one properly trained designated first aider on duty and the first aid policy contains information required (paragraph 3(6))
- ensure that pupils are fully supervised at all times when on the school premises (paragraph 3(7)).

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- prior to the confirmation of the appointment of all staff (including volunteers), ensure that appropriate checks been carried out to confirm their identity, medical fitness, right to work in the United Kingdom, previous employment history, character references and, where appropriate, qualifications and professional references and that such information has been taken into account in determining whether their appointment will be confirmed (paragraph 4(2)(a))
- ensure that the chairperson has checked the other members of the proprietorial body to confirm their identity, right to work in the United Kingdom, enhanced Criminal Record Bureau (CRB) check, or where appropriate confirmation that the person does not contravene section 142 of the 2002 Act(a) (paragraph 4B(4) and (5))
- ensure that the single central register of staff recruitment and vetting checks contains all the information required in the Department for Children, School and Families (DCSF) guidance *Safeguarding children and safer recruitment in education* (2007) and that all staff who have regular contact with pupils are recorded (paragraph 4C(2 and 3))

- ensure that the single central register includes all the required information in relation to each member of a body of persons named as the proprietor in post on or after 1 August 2007 (paragraph 4(6 and 7)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- ensure that there is adequate outside space for Foundation Stage children to play (paragraph 5(t)).

The school meets all but one of the requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- provide parents with an annual written report of the progress and attainment in the main subject areas taught (paragraph 6(5)).

In order to comply with the requirements of the Disability Discrimination Act (DDA) 2002 the school should devise a three-year accessibility plan.

School details

Name of school	Talmud Torah Toldos Yakov Yosef School
DCSF number	2046387
Unique reference number	100299
Type of school	Orthodox Jewish School
Status	Independent
Date school opened	October 1986
Age range of pupils	3 - 12
Gender of pupils	Boys
Number on roll (full-time pupils)	Boys: 206
Annual fees (day pupils)	By voluntary donation
Address of school	14 Heathland Road, London N16 5NH 47 Eastbank Road, London N16 5FZ
Telephone number	0208 802 1348 0208 800 8010
Fax number	0208 809 0093
Email address	tyyschool@yahoo.co.uk
Headteacher	Rabbi A Friesel
Proprietor	Mr P Braun/Mr P Rubin
Reporting inspector	Rabbi Dr B Yodaiken AI
Dates of inspection	5 – 6 March 2008