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TTD Gur School  
The Proprietor  
17 Margaret Road  
Stamford Hill  
London N16 6UX

Ref no: 204/6005

Date: 23 August 2021

Dear Proprietor

### **TTD Gur School**

I refer to the inspection carried out by Her Majesty's Chief Inspector of Education, Children's Services and Skills ('HMCI') on 3 March 2021 at the above school ('the School') under section 109 of the Education and Skills Act 2008 ('the Act'). You will see from the enclosed report ("the March 2021 inspection report"), which has been published, that the inspection found a number of regulatory failings relating to the independent school standards ('ISS')<sup>1</sup> and Early Years Foundation Stage (EYFS)<sup>2</sup>.

This March 2021 inspection was preceded by a history of other inspections, at which the School was found not to be fully compliant with the ISS and (at some of them) the EYFS. One was conducted by HMCI on 1-3 December 2015, which found that several of the ISS and EYFS were not being met in relation to the School, after which a notice was issued by the Secretary of State dated 9 March 2016, under section 114 of the Act, requiring an action plan. An action plan was submitted in response to that notice. The Department rejected the action plan and notice of this decision to the proprietor was given by a letter dated 8 June 2016.

A subsequent inspection, a progress monitoring inspection ('PMI'), was carried out on 16 June 2016. This found that whilst there has been some improvement there was still a number of regulatory failings relating to the ISS and EYFS. A second notice requiring an action plan, under section 114 of the Act, was issued by the Secretary of State dated 10 August 2016. An action plan was submitted in response to that notice and was rejected by the Department. The proprietor was given notice of this decision by a letter dated 18 January 2017.

A second PMI was commissioned, which took place on 21 March 2017 and found that although the School now met the EYFS and had made good progress towards meeting the ISS, some failings still remained.

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<sup>1</sup> Schedule to the Education (Independent School Standards) Regulations 2014 (S.I.2014/3283).

<sup>2</sup> <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

A standard inspection was commissioned to inspect the School for compliance against all the ISS which also incorporated a further PMI. This inspection which took place on 20-22 February 2018 and found, in addition to failings previously identified, further new failings relating to the ISS and EYFS.

A further standard inspection was commissioned and carried out by HMCI on 29-31 October 2019. The report of that inspection highlighted that the School had failed to make progress since the previous inspection, and additional failings against the ISS and EYFS were identified.

A subsequent PMI was carried out by HMCI on 3 March 2021. This inspection found the School had made small improvements towards meeting the ISS, however some previous failings relating to the ISS and EYFS remained.

The Secretary of State is satisfied, taking into account the 3 March 2021 inspection report and the regulatory history outlined above, that the seriousness of the failings identified in that 3 March inspection report as well as the continued failure of the proprietor to meet all the ISS since June 2016 and the intermittent compliance with the EYFS since December 2015 warrant enforcement action. He has, therefore, decided to impose a 'relevant restriction' on the proprietor of the School. The effect of the specific restriction which the Secretary of State has decided upon will be, when it takes effect, that no new pupils may be admitted to the School.

### **Decision to impose relevant restriction**

Taking account of the 3<sup>rd</sup> March inspection report, the Secretary of State is satisfied, for the purposes of section 115(1) of the Act, that a number of the standards in the ISS, as well as the EYFS, are not being met in relation to the School. In addition, an action plan was required to be submitted by the proprietor of the School, by a notice dated 9 March 2016 and a further notice dated 10 August 2016 and therefore, in each case, more than two years ago. At least one inspection of the School has been carried out by HMCI since both March 2016 and August 2016 and given the regulatory history described above, the Secretary of State has not been satisfied that the School was meeting all of the ISS since both the aforementioned occasions when an action plan was required from the proprietor. This means that one of the conditions referred to in section 115(3) of the Act is met for the purpose of taking enforcement action in relation to the proprietor of the School (specifically, the condition contained in section 115(5) of the Act is satisfied). Therefore, the Secretary of State is entitled to take enforcement action under section 115(3) and 116 of the Act in relation to the proprietor of the School.

Having the power to take enforcement action under section 115(3) and 116 of the Act, and having considered whether any, and what sort of, enforcement action under section 116 of the Act is appropriate, the Secretary of State has decided to impose the following relevant restriction (see section 117 of the Act and in particular subsection (1)(c)):

The proprietor of TTD Gur School, 17 Margaret Road, Stamford Hill, London, N16 6UX is required to cease to admit any new pupils to that school and that this requirement is to start to apply immediately after the 28-day period stipulated in section 125(2) of the Education and Skills Act 2008 for making an appeal against the decision to impose this relevant restriction, has expired.

The 28-day period referred to above for making an appeal begins on the date on which the notice of the decision to impose the relevant restriction is served on you, the proprietor of the School. The notice attached to this letter constitutes the necessary notice to you. Our working assumption is that the notice will be served on you, the proprietor, after the end of two working days following the date of this letter. On this assumption, you will be prohibited from admitting new pupils to the School after 22 September 2021, if you do not appeal in time (see below).

The Annexes to the attached notice sets out the regulatory failings which have led to the decision to impose this relevant restriction.


As the proprietor of the School you have the right under section 125(1)(c) of the Act to appeal against the decision to impose the relevant restriction to the First-tier Tribunal. Any appeal must be made by a proprietor, in writing, within 28 days beginning with the date on which notice of a decision to impose a relevant restriction on them is served on them. If an appeal is made by you, the proprietor, within the required time limit, then the relevant restriction will not take effect until such time as the appeal is determined, withdrawn or otherwise disposed of. The relevant contact details for the First Tier Tribunal are: HM Courts and Tribunal Service, 1st Floor, Darlington Magistrate's Court, Parkgate, Darlington DL1 1RU. Telephone 01325 289350.

As the proprietor of the School you may also apply to the Secretary of State to have the relevant restriction revoked or varied under section 118(4) of the Act. Such an application would be approved only if the Secretary of State was satisfied that it would be appropriate to do so because of any change in circumstances. In particular, the extent to which the ISS and EYFS are then being met would be of significance to the Secretary of State's consideration of any such application. There is no time limit on when a proprietor may make an application to the Secretary of State under section 118(4) of the Act.

It is an offence for a proprietor to fail to comply with a relevant restriction which has taken effect, with penalties of up to six months' imprisonment and/or a fine (for which there is no statutory maximum).

Finally, further continued failure to comply with the ISS or the EYFS may also result in the Secretary of State deciding that it is appropriate to remove the School from the register of independent schools.

Yours faithfully

  
Deputy Director,  
Independent Education Division

**SECTION 116(1)(a) AND (2) OF THE EDUCATION AND SKILLS ACT 2008<sup>3</sup>**

**(‘the Act’)**

**NOTICE OF THE DECISION BY THE SECRETARY OF STATE FOR EDUCATION TO IMPOSE A RELEVANT RESTRICTION ON THE PROPRIETOR OF THE FOLLOWING SCHOOL:**

**TO THE PROPRIETOR**

TTD Gur School  
17 Margaret Road  
Stamford Hill  
London  
N16 6UX  
**(“the School”)**  
**(204/6005)**

**WHEREAS -**

The Secretary of State for Education, being the regulator of independent schools in England,

- (i) having received the report of an inspection by Her Majesty’s Chief Inspector of Education, Children’s Services and Skills (‘HMCI’) carried out between 1 - 3 December 2015) to the effect that a number of the standards (as prescribed in the Education (Independent School Standards) Regulations 2014<sup>4</sup>) were not being met in relation to the School, as well as requirements of the Early Years Foundation Stage (‘EYFS’), served a notice (pursuant to section 114 of the Act – a statutory notice) dated 9 March 2016 on the School’s proprietor (‘the proprietor’) requiring the submission of an action plan on or before 11 April 2016;
- (ii) having received the report of an inspection by HMCI of the School carried out on 16 June 2016 to the effect that a number of independent school standards were not being met in relation to the School, as well as requirements from the EYFS, served a statutory notice dated 10 August 2016 on the proprietor requiring the submission of an action plan on or before 26 September 2016;
- (iii) having received the report of an inspection by HMCI of the School carried out on 21 March 2017 to the effect that a number of the independent school standards were not being met in relation to the School;
- (iv) having received a further report of an inspection by HMCI of the School, carried out on 20-22 February 2018 to the effect that a number of independent school standards were not being met in relation to the School, as well as requirements from the EYFS;
- (v) having received a further the report of an inspection by HMCI of the School carried out on 29-31 October 2019 to the effect that a number of independent

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<sup>3</sup> c.25.

<sup>4</sup> SI 2014/3283.

school standards were not being met in relation to the School, as well as requirements from the EYFS;

(vi) having received a further report of an inspection by HMCI of the School carried out on 3 March 2021 to the effect that the Independent School Standards and the requirements from the EYFS specified in the Annexes to this notice were not being met in relation to the School, and having taken into account the report of that inspection, is satisfied that a number of the independent educational institution standards are not being met in relation to the School; and

(vi) being permitted to take enforcement action under section 115(3) and 116 of the Act because the condition in section 115(5) of the Act is met (specifically that (a) at least two years before the enforcement action is taken the Secretary of State required the proprietor of the institution to submit an action plan, (b) at least one inspection of the institution has been carried out, by the Chief Inspector or an independent inspectorate approved under section 106 in relation to the institution, since that requirement was imposed, and (c) the Secretary of State has not at any time since that requirement was imposed been satisfied that the institution was meeting all of the independent educational institution standards);

(xi) has decided to impose the following relevant restriction<sup>5</sup>:

The proprietor of TTD Gur School, (17 Margaret Road, Stamford Hill, London, N16 6UX) is required to cease to admit any new pupils to that school and that this requirement is to start to apply immediately after the 28-day period stipulated in section 125(2) of the Education and Skills Act 2008 for making an appeal against the decision to impose this relevant restriction, has expired.

## **NOW THEREFORE –**

Notice is hereby given to the proprietor of the School, for the purposes of section 116(2) of the Act, that the Secretary of State has decided under sections 115(3) and 116(1)(a) of the Act to impose the following relevant restriction:

The proprietor of TTD Gur School, (17 Margaret Road, Stamford Hill, London, N16 6UX) is required to cease to admit any new pupils to that school and that this requirement is to start to apply immediately after the 28-day period stipulated in section 125(2) of the Education and Skills Act 2008 for making an appeal against the decision to impose this relevant restriction, has expired.

By virtue of section 116(3) of the Act, the decision in question does not take effect during the period in which (a) an appeal to the First-Tier Tribunal may be brought against it under section 125 of the Act or (b) where such an appeal is brought, the appeal has not been determined, withdrawn or otherwise disposed of.

Any appeal under section 125 must be brought within the period of 28 days beginning with the day on which notice of the decision is served on the proprietor (section 125(2) of the Act).

Yours faithfully

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<sup>5</sup> 'Relevant restriction' is defined in section 117(1) of the Act – see in particular section 117(1)(c).

Date: 19 August 2021



Deputy Director,  
Independent Education Division

## ANNEX 1 TO NOTICE

TTD Gur School  
17 Margaret Road  
Stamford Hill  
London  
N16 6UX  
**(“the School”)**  
**(204/6005)**

**The following independent school standards, as prescribed in the Schedule to the Education (Independent School Standards) Regulations 2014, are not being met in relation to the School:**

### **PART 1: Quality of education provided**

1. The standards about the quality of education provided at the school are those contained in this Part.

2.(1) The standard in this paragraph is met if—

(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

(b) the written policy, plans and schemes of work—

(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.

(2) For the purposes of paragraph (2)(1)(a), the matters are—

(d) personal, social, health and economic education which—

(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act<sup>6</sup>;

(h) that all pupils have the opportunity to learn and make progress; and

(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—

(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;

(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;

(c) involves well planned lessons and effective teaching methods, activities and management of class time;

(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;

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<sup>6</sup> The protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010.

- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly and;
- (j) does not discriminate against pupils contrary to Part 6 of the 2010 Act<sup>7</sup>.

## **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—

(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;

(b) ensures that principles are actively promoted which—

(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;

(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

(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;

(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

(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;

(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

(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;

(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and

(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils—

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<sup>7</sup> Part 6 relates to education and consists of two Chapters. Chapter 1 relates to schools and Chapter 2 to further and higher education.



- (i) while they are in attendance at the school,
- (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
- (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 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—

(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and

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

(2) For the purposes of paragraph (1)(c) “well-being” means well-being within the meaning of section 10(2) of the Children Act 2004<sup>8</sup>.

## **Schedule 10 of the Equality Act 2010**

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

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<sup>8</sup> 2004 c.31.

## **ANNEX 2 TO NOTICE**

TTD Gur School  
17 Margaret Road  
Stamford Hill  
London  
N16 6UX  
**("the School")**  
**(204/6005)**

**The following requirements from the Early Years Foundation Stage are not being met in relation to the School:**

### **The early years learning and developments requirements**

1.4. Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

1.5. Educational programmes must involve activities and experiences for children, as follows:

- Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations
- Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity<sup>6</sup>, and to make healthy choices in relation to food
- Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities
- Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest
- Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measure

- Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment
- Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a 6 The Chief Medical Office has published guidance on physical activity that providers may wish to refer to, which is available at: [www.gov.uk/government/publications/uk-physical-activity-guidelines](http://www.gov.uk/government/publications/uk-physical-activity-guidelines). 8 variety of activities in art, music, movement, dance, role-play, and design and technology

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.