

Talmud Torah Tiferes Shlomoh

37 Elmcross Crescent, Golders Green, London NW11 9TB

Inspection date 6 May 2016

Overall outcome **Independent school standards not met**

Context of the inspection

- The inspection was undertaken at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan.
- The inspection was the school's second progress monitoring inspection since its last full inspection in January 2015 and was conducted without notice.
- The school was last inspected on 15 October 2015, when a significant number of regulations continued to be unmet.
- The Department for Education wrote to the school on 17 February 2016 to confirm the action plan it had submitted on 7 January 2016 had been approved with modifications.
- The inspection focused on the school's progress in those parts of the action plan relating to Parts 1, 2, 3, 5 and 8 of the independent school standards.
- The inspector had meetings with senior leaders including the headteacher and the early years leader, observed learning in classes, scrutinised a wide range of documentation and spoke with pupils, staff and governors throughout the inspection.

Main findings

Quality of education

- At the time of the last inspection, many failings in this part of the independent school standards were identified. Lesson plans did not relate directly to schemes of work, no curriculum policy had been agreed by governors, curriculum planning in physical education and the early years was too narrow and planning in general did not consider the aptitudes and needs of all pupils. Inspectors also reported little provision for literacy and numeracy and the need for resources in science to be further developed.
- The school's new headteacher, appointed on the day of the previous inspection, has ensured that the school's action plan prioritises development of the curriculum and improvements in the quality of teaching, learning and assessment. As a result, many independent school standards in this part are now met.
- The school's curriculum policy has now been revised and agreed by governors. An external provider has been commissioned to plan and teach the physical education curriculum. Teachers have received training and now submit weekly lesson plans, which relate directly to the school's schemes of work, to the headteacher. This planning now considers the varying aptitudes, needs and interests of pupils. All schemes of work are being comprehensively rewritten, according to the timescales in the school's action plan; not all are completed as yet. A new, more effective system for marking pupils' work has begun to be implemented this term. A new system for monitoring teaching and setting performance targets is now implemented across the school and is beginning to drive improvements in the quality of teaching.

- The curriculum includes music, art, physical education, science and personal, social, health and economic education. Since the previous inspection, increased curriculum time has been devoted to secular education. As a result, pupils now learn Jewish religious studies during the mornings and English, mathematics and other subjects in the afternoons. Resources in all subjects, including in science, have improved. However, whilst computers and other technological resources have been invested in, for example resources that pupils can use with laptop computers to learn coding, computing is not yet timetabled. Consequently, the curriculum does not yet include any form of technological education.
- The library, previously reported as being disorganised, is currently being refurbished.
- The previous inspection reported that activities for children in the early years were not well structured and that the quality of literacy and development of communication skills, especially in English, were insufficient. The early years leader, now responsible for both Nursery and Reception, has worked extremely hard with her colleagues and an early years consultant from the local authority, to improve provision. Time devoted to English has increased and activities observed, such as 'letters and sounds' with children in the Nursery, are well structured. Language is effectively modelled and a range of activities, both inside and in the improved outdoor learning area, have been documented and celebrated on displays and in pupils' learning records. The strong early years practice identified at the schools' last full inspection in the Nursery has now had a very positive impact on provision in the Reception class.
- At the previous inspection, there was little evidence of personal, social, health and economic education work in pupils' books. This inspection found evidence in pupils' books of work on bullying, understanding British customs, Remembrance Day, respect, being a good friend, eating healthily and recent work on an anti-bullying poster competition.
- The previous inspection reported that the leader responsible for careers had not received appropriate training and therefore provision of careers guidance was not impartial. The headteacher has taken on responsibility for careers education and attended recent training for a commercial careers scheme which the school has invested in. The careers programme includes an annual trip for pupils in Year 9 to an experiential careers day and visits this term from a careers adviser from a neighbouring further education provider.
- The previous inspection reported that the school had purchased a system to track and monitor the progress of pupils but this was not yet fully implemented. This system, whilst still a new concept for teachers, is now being used across the school. New tests, designed in line with the school's curriculum and new assessment system, are being used consistently so that teachers are now able to carefully track pupils and monitor their progress, including against national standards.
- Not all the requirements for this part are yet met.

Spiritual, moral, social and cultural development

- The last inspection reported that the school failed to meet a number of the independent school standards relating to promoting pupils' spiritual, moral, social and cultural development. Leaders have continued to take effective action to address many regulatory failings in this part.
- Pupils continue to learn about democracy and the rule of law. Since the last inspection, the focus on learning about mutual respect and individual liberty has increased significantly. Weekly assemblies focused on British values have recently begun, and planning for personal, social, health and economic education lessons include an increased focus on these areas. Activities include an active school council, recent trips to Parliament and the Old Bailey, and older pupils study the government's 'Life in the UK' programme. Pupils now have a more secure understanding of public institutions and services. The cultural development of pupils is much improved as pupils demonstrate their clear understanding of respecting diversity, other faiths and difference in general. In an observed assembly focused on 'being British', pupils were eager

to volunteer to speak in front of their peers about respect, anti-bullying and why discrimination is wrong.

- Previous inspections have reported that pupils are shielded from learning about particular differences, such as sexual orientation. Complex issues relating to the cultural expectations of the school's community mean that explicit teaching of all of the protected characteristics, specifically those that relate to gender or sexuality, is extremely difficult. This extends to avoiding all references to sex across the curriculum, including in religious studies. The school's culture is clearly focused on teaching pupils to respect everybody, regardless of difference. The inspector observed the headteacher clearly articulate to pupils that the freedom to be an individual without ever suffering discrimination is everybody's human right. Leaders recognise the requirement to consider the protected characteristics set out in the Equality Act 2010, but acknowledge that as they do not teach pupils about all of the protected characteristics and do not intend to, the related standards continue to be unmet.

Welfare, health and safety

- At the time of the last inspection, the school failed to meet one independent school standard in relation to the safeguarding of pupils. Leaders had not ensured that pupils' knowledge of e-safety was secure enough.
- The present inspection confirmed the school has now embedded its effective anti-bullying policy. A successful 'anti-bullying week' and significant work on safety, including e-safety, as part of the revised personal, social, health and economic education curriculum, were spoken about confidently by pupils.
- The inspector reviewed the school's safeguarding procedures. The school's safeguarding policy is a clear, helpful document for staff. Training has also continued to help ensure that staff at all levels are aware of the range of safeguarding issues and the steps they must take if they have any concerns. However, when appointing staff, leaders have not made sure that the most up-to-date guidance is followed in terms of interviews and consistent checks on employment history and references. Consequently, the standards relating to safeguarding arrangements and their regard to guidance issued by the Secretary of State are not met.

Premises and accommodation

- At the time of the last inspection, the school had failed to provide suitable changing accommodation and showers for pupils aged 11 years or over.
- Showers with private changing areas have now been installed in the school but are not yet connected and operational. Consequently, the school continues to not meet this standard.
- The October inspection also reported that the Reception class was being taught in temporary accommodation. This is no longer the case as children in Reception are now being taught in a more suitable classroom.

Quality of leadership and management

- Leaders, ably led by a driven and focused headteacher, have taken effective action to address many of the regulatory failings since the previous inspection.
- However, the proprietor and school leaders have not yet ensured that the regulations are fully met and that the well-being of pupils is assured. Therefore the associated standards for the leadership and management of the school continue to be unmet.

Compliance with regulatory requirements

The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements:

- Ensure that the curriculum is supported by appropriate plans and schemes of work (paragraph 2(1)).
- Ensure that the curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(1)(a)).
- Ensure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement of special educational needs (paragraph 2(1)(b)).
- Ensure that written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (paragraph 2(1)(b)(i)).
- Ensure that the written policy, plans and schemes of work provide full-time supervised education for pupils of compulsory school age, which gives pupils experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2)(a)).
- Ensure that the curriculum provides personal, social, health and economic education which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2(2)(d)(ii)).
- Ensure that the curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(i)).
- Comply with the standard about the spiritual, moral, social and cultural development of pupils (paragraph 5).
- Ensure respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5(b)(vi)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7 and 7(a)).
- Ensure that these arrangements have regard to any guidance issued by the Secretary of State (paragraph 7(b)).
- Ensure that the school has suitable changing accommodation and showers for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23(1), 23(1)(c)).
- Ensure that leaders have sufficient skills, knowledge and understanding to make sure that the independent school standards are met consistently (paragraph 34(1), 34(1)(a)).
- Ensure that leaders are able to fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)).
- Ensure that leaders actively promote the well-being of pupils (paragraph 34(1)(c)).

Inspection team

James Waite, lead inspector

Ofsted Inspector

Information about this school

- Talmud Torah Tiferes Shlomoh is an independent school for boys aged three to 15 with an orthodox Jewish faith ethos. It is situated in North West London in premises due to be demolished and replaced with new school buildings.
- There are 222 pupils on roll. The vast majority of pupils are members of the local orthodox Jewish community and speak Yiddish as their first language. The school is part of the Hasidim community.
- Pupils attend school for six days a week, from Sunday to Friday. The majority of the school day is taken up with Jewish religious studies, which are taught in Yiddish. Secular studies, which include daily English and mathematics in the afternoons, are taught in English.
- The school's headteacher was appointed in October 2015. There are separate leaders for the English and Jewish curricula and a deputy headteacher who is also the designated safeguarding lead. There is an active governing body.
- The school's last inspection was its first progress monitoring inspection in October 2015, when a significant number of regulations continued to be unmet. These related to the quality of the curriculum and teaching, compliance with equalities law, safeguarding concerns and the provision of showers in the school's premises. The school's last full inspection was in January 2015 when the school was judged to be inadequate in all areas and many independent school standards were not met.

School details

Unique reference number	131121
Inspection number	10017550
DfE registration number	302/6106

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Jewish faith school
School status	Independent school
Age range of pupils	3–15
Gender of pupils	Boys
Number of pupils on the school roll	222
Number of part time pupils	0
Proprietor	S Zalcborg
Headteacher	E Spitzer
Date of previous school inspection	15 October 2015
Annual fees (day pupils)	£4,500
Telephone number	020 8458 1974
Email address	office@tts.org.uk

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