

Talmud Torah Tiferes Shlomoh

37 Elmcroft Crescent, London NW11 9TB

Inspection dates

31 October–2 November 2017

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| Overall effectiveness | Inadequate |
| Effectiveness of leadership and management | Inadequate |
| Quality of teaching, learning and assessment | Inadequate |
| Personal development, behaviour and welfare | Requires improvement |
| Outcomes for pupils | Inadequate |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Inadequate |

Summary of key findings for parents and pupils

This is an inadequate school

- Leadership and management are inadequate. School leaders and governors have not ensured that all the independent school standards are met. The secular curriculum is too narrow and leaders do not actively promote respect for all groups of people with protected characteristics.
- Outcomes for pupils are inadequate. This is because pupils do not develop knowledge and skills in technology. In key stages 3 and 4, pupils only learn English and mathematics.
- Teaching, learning and assessment are inadequate because of the limited curriculum.
- There are some weaknesses in the use of assessment information, which limits pupils' learning and progress.
- Pupils' behaviour requires improvement. Pupils' learning in classes is sometimes disturbed by off-task behaviour, particularly in key stages 3 and 4.

The school has the following strengths

- The headteacher and governors have a clear vision for the school's future. Action has been taken to improve the quality of teaching.
- The early years provision is good as a result of strong and imaginative leadership. The proportion of children reaching a good level of development in early years is above the national average.
- Pupils make strong progress in reading, writing and mathematics in key stage 1.
- Pupils' attendance is good. They enjoy coming to school.
- Pupils have good speaking skills. They are confident and use expressive language well.
- The school promotes pupils' understanding of British values and citizenship well.
- Safeguarding is effective.

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. The details are listed in the annex to this report.

Full report

What does the school need to do to improve further?

- Improve leadership and management by:
 - ensuring that all pupils experience a broad curriculum which covers all areas of learning, including technology
 - actively promoting respect for all groups of people, paying particular regard to the protected characteristics set out in the 2010 Equalities Act.
- Improve teaching, learning and assessment by ensuring that:
 - teachers use assessment information consistently to set work which meets pupils' needs and abilities
 - learning activities fully engage pupils so that they behave consistently well in classes.
- Improve pupils' personal development by ensuring that they know of different family groups and relationships, thereby developing pupils' respect and tolerance.
- Improve outcomes for pupils by ensuring that:
 - pupils in all year groups develop their knowledge, understanding and skills in technology
 - pupils in key stages 3 and 4 learn other subjects in addition to English and mathematics in the secular curriculum.
- The school must meet the independent school standards, as set out in the annex to this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders are not providing a high-quality education for pupils and have not ensured that all the independent school standards are met.
- There are significant weaknesses in the school's curriculum which limit pupils' experience of key areas of learning. Pupils do not learn knowledge and skills in technology. The secondary curriculum is particularly narrow; pupils learn only English and mathematics. Leaders have made some improvements since the previous inspection. These include the introduction of physical education and new schemes of work in English and mathematics across the school. However, these do not go far enough. As a result pupils' learning and progress are inadequate.
- Leaders do not meet the requirements of the 2010 Equalities Act, because they do not actively promote respect for all groups of people who have protected characteristics. Pupils do not know about different types of relationships and family groups. Consequently in this respect, pupils are not prepared for life in modern Britain.
- The school's use of assessment is not fully embedded. There are inconsistencies in how teachers use pupils' progress information to plan pupils' next steps and so the effectiveness of assessment is limited. However, although there is still work to be done, there are improvements. Leaders monitor and track pupils' progress and attainment regularly in all year groups. Pupils' starting points are measured and are accurate and secure from the early years up to Year 3. In older year groups, where pupils' starting points are not known, the headteacher has ensured that a contingency is in place based on pupils' outcomes for the previous year.
- Since his appointment, the headteacher has brought about improvements in teaching. Staff, governors and parents talked to inspectors about the positive impact of the changes. These include a process of teacher observation and appraisal and regular classroom visits by the headteacher to monitor the quality of teaching. Staff receive written feedback on their teaching to help them improve.
- The headteacher has prioritised improving teaching strategies so that pupils are more involved in their learning. Inspectors saw evidence of the impact of this policy in both the Jewish religious studies and secular curriculums. This relates, for example, to the quality of teachers' questioning, the focus on development of pupils' speaking skills and the way in which pupils work with each other.
- The headteacher has ensured that the school's work to promote pupils' spiritual, moral, social and cultural development has broadened. Pupils have a good understanding of British values and citizenship.

Governance

- Governors have not moved quickly enough since the previous full inspection to ensure that all the independent school standards are met. Governors made new appointments following the inspection in 2015, including the headteacher, the head of Jewish religious studies and, more recently, the deputy headteacher. As a result of the actions taken by new leaders, improvements have been made and fewer of the independent school

standards are unmet. However, significant weaknesses remain and still need to be addressed.

- Governors have a clear vision for the future of the school. While acknowledging the positive impact of changes that have already been made, particularly in early years, they are realistic about what they still have to do to improve the school.

Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding policy is up to date, meets requirements and is published on the school's website. The headteacher has developed a culture of safeguarding across the school. The school's recording systems are robust. Staff know how to report any concerns. Records show that they are clear about putting the needs of pupils at the forefront of their work. They understand their responsibilities to pass concerns to the safeguarding lead who, in turn, is diligent in following them up in partnership with the local authority.
- The headteacher has recently appointed an independent 'listener' to be available to provide additional support for pupils who want to share any worries they have. The school also supports pupils through assemblies to ensure that they have information about how to keep themselves safe in the community and online. The school responds well to identified risks and issues of concern that arise. For example, leaders worked with Transport for London and the British Transport Police over concerns about pupils' understanding of safety on the tube.

Quality of teaching, learning and assessment

Inadequate

- Teaching, learning and assessment are inadequate because the limited curriculum does not enable pupils to acquire knowledge and skills across the full range of subjects.
- In the secular curriculum, teachers do not use pupils' progress information consistently to plan next steps for pupils and so activities are not always well matched to their needs and abilities. As a result, pupils sometimes struggle to remain focused on their work, particularly in key stages 3 and 4.
- Teachers have strong subject knowledge. They plan and structure activities well and make sure that pupils are clear about what they have to do. Teachers support pupils' learning effectively by showing them how to do new activities, for example, in physical education and mathematics.
- Teachers follow schemes of work and use resources effectively to build on pupils' prior learning. The range of activities enables pupils to discuss, support, and learn from each other, which they enjoy.
- Teaching assistants support pupils well in classes. They are responsive to pupils' needs and engage pupils in helpful discussions about their work. Adults check pupils' understanding, pose and rephrase questions to deepen their learning.
- Teachers use their strong questioning skills to promote pupils' learning in both the religious and the secular curriculum. Pupils are keen to answer and express themselves well. This has a positive impact on pupils' listening and speaking skills and develops their

self-confidence.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils learn about differences and the diversity of the United Kingdom, for example, through their link with a school for pupils who have special educational needs (SEN) and/or disabilities. Pupils visit each other's schools and participate in a range of joint activities. However, the school's work stops short of actively promoting respect for all the different groups of people protected by law.
- Pupils are confident and articulate. They express themselves well. They are proud of their school and were keen to show it off to visitors.
- Pupils learn about British values, the public institutions of Britain and citizenship. For example, they visit Parliament, learn about remembrance, study the government's 'Life in the United Kingdom' and take the corresponding citizenship test.
- Pupils say they feel safe and know that they can speak to their teachers and other adults if they have any concerns. The school teaches pupils how to stay safe in the community while travelling to and from school. Pupils know about being careful with personal information and to be aware of associated risks. Pupils receive information about how to stay safe online.
- There is very little bullying. Pupils are clear that when it happens adults deal with it. Records of incidents show that school leaders take effective action and communicate well with parents.

Behaviour

- The behaviour of pupils requires improvement.
- In classes in key stages 3 and 4, pupils sometimes lose focus and distract others as noise levels increase. In key stage 2, pupils' behaviour is improving. In key stage 1 pupils behave well in classes.
- Pupils across year groups conduct themselves sensibly around the school. They are polite and welcoming to visitors. Pupils are aware of the limitations of space in the playground and manage their behaviour well. Adults supervise pupils effectively.
- Pupils are positive about the changes to the behaviour management system. They understand it and like the rewards system. Pupils and parents say that behaviour has improved.
- Pupils' attendance is good and consistently above the national average for pupils in all key stages.

Outcomes for pupils

Inadequate

- Pupils are not acquiring knowledge and skills in technology because this subject is not taught in any of the key stages.
- In key stages 3 and 4, pupils only learn English and mathematics. Pupils take GCSE examinations in mathematics at the end of Year 9 and in English at the end of Year 10. Pupils are entered for GCSEs at other examination centres. In 2017, the proportion of pupils attaining a good pass in GCSE English was just above the national average.
- Pupils currently in key stage 3 and 4 make more progress in English than mathematics but their progress in both subjects is limited by weak assessment information. Other secular subjects are not taught so pupils do not make any progress in them.
- In key stage 2, Year 6 pupils take internal tests in reading and mathematics using the national test papers. In 2016, these test results indicated that pupils' attainment was well below the national average. However, in 2017 pupils' attainment improved significantly in both subjects.
- For pupils currently in the school, this trend of improving outcomes is continuing. Pupils' work in Year 6 shows that they are making more progress in the range and quality of their writing and understanding and application of mathematical concepts. For example, pupils can display measurements accurately in a line graph.
- Pupils make strong progress in key stage 1, in both in English and mathematics. Teachers use assessments from the Reception Year to identify pupils' starting points and plan appropriately challenging activities. Pupils read well and can apply their knowledge of phonics to sound out unfamiliar words.
- The most able pupils make strong progress in key stage 1 but weaker progress in key stages 2, 3 and 4.
- Pupils in all year groups have strong speaking skills.
- Pupils who have SEN and/or disabilities are supported effectively by teaching assistants so that they make progress broadly in line with their peers.
- Pupils make good progress in the Jewish religious curriculum. The changes in teaching, behaviour and assessment have had a positive impact on pupils' progress.

Early years provision

Good

- The leadership of early years is highly effective. The leader and her deputy, supported by the headteacher, have ensured that the provision has improved significantly since the previous inspection. All the statutory requirements for the early years foundation stage are met.
- Leaders make their expectations clear to staff and ensure that all adults know the priorities for each child's development. Staff are well trained in the procedures for observing children, assessing their needs and planning their next steps. They devise creative and imaginative experiences for children.
- Leaders have developed effective partnerships with parents. Parents stay with their child when they start school and are settling in. Children's 'scrapbooks' record pupils' progress

for parents' benefit. Both the nursery and Reception publish weekly newsletters.

- The early years curriculum is of good quality. Children learn about different cultures, how other people live, their food, festivals and arts and music. For example, children learned about China and India including the art of Chinese calligraphy, Diwali and traditional costumes.
- The outdoor area is limited in space but has been well designed to provide a wide range of challenging and stimulating activities for children.
- Children's speaking and listening skills in English are well developed. Adults converse with children in English, ask questions and encourage them to talk. Pupils develop confidence and independence as a result of adults' praise and opportunities for developing language.
- Safeguarding is effective as children are well looked after and receive a high level of supervision, care and support. Children are happy and keen to learn.
- Children make good progress from their starting points and are well prepared for Year 1. In 2017, the proportion of pupils reaching a good level of development was above the national average.

School details

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| Unique reference number | 131121 |
| DfE registration number | 302/6106 |
| Inspection number | 10026283 |

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.

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|-------------------------------------|---|
| Type of school | Other independent school |
| School category | Independent school |
| Age range of pupils | 3 to 15 |
| Gender of pupils | Boys |
| Number of pupils on the school roll | 243 |
| Number of part-time pupils | 0 |
| Proprietor | Mr S Zalcborg |
| Chair | Mr N Ost |
| Headteacher | Eli Spitzer |
| Annual fees (day pupils) | £4,500 |
| Telephone number | 020 8458 1074 |
| Website | http://tiferesshlomo.org |
| Email address | office@ttts.org.uk |
| Date of previous inspection | 27–29 January 2017 |

Information about this school

- Talmud Torah Tiferes Shlomoh School is an independent Orthodox Jewish day school for boys in the London Borough of Barnet.
- The school occupies a site on Elmcroft Crescent consisting of a school building and a residential house converted for educational use. The school has annexed the back garden of a neighbouring property as an outdoor area for early years.
- The school is registered for pupils between the ages of three and 15.
- The school's previous full standard inspection took place in January 2015, when the

school was judged to be inadequate. The school has received three progress monitoring inspections to check on its progress towards meeting all the independent school standards.

- The headteacher took up his post in October 2015.
- The school does not use any off-site educational provision for pupils.
- The school has 11 pupils who have SEN and/or disabilities.
- Pupils study Jewish religious studies for the majority of their time in school. This is taught in Yiddish and pupils also learn Hebrew. The secular curriculum is taught in English. The time for the secular studies varies across year groups.

Information about this inspection

- Inspectors visited classes across year groups, including the early years. Inspectors observed pupils' learning in the Jewish and the secular curriculum. Many of these visits were made jointly with senior leaders.
- Inspectors looked at pupils' work in books.
- Three groups of pupils, including the school council, talked to inspectors about their school. Inspectors also talked informally with pupils at break and lunchtime.
- Inspectors undertook a tour of the premises.
- Meetings were held with the headteacher and senior staff to discuss the impact of their work. These meetings included the secular curriculum, Jewish religious studies, the early years and safeguarding.
- The lead inspector met with representatives of the governing body including the chair of governors. The lead inspector met with school's independent 'listener'.
- Inspectors considered the 18 responses to the Ofsted online survey (Parent View). There were no responses to the Ofsted staff survey.
- Inspectors scrutinised documentation including records of safeguarding, pupils' behaviour and attendance, the curriculum and teaching, the maintenance of the premises and pupils' progress.

Inspection team

Janet Hallett, lead inspector

Her Majesty's Inspector

Jude Wilson

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must 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 subparagraph (2) is drawn up and implemented effectively.
- 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.

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)(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.

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