

# Talmud Torah Tiferes Shlomoh

Independent school inspection report

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Unique Reference Number (URN)	131121
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Reporting inspector	Dr Jonathan Yodaiken

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A<sup>1</sup> of the Education Act 2002, as amended by schedule 8 of the Education Act 2005<sup>2</sup>, the purpose of which is 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 Tiferes Shlomoh is an independent ultra-orthodox Jewish boys' school situated in north west London. The school was established in 1995 and moved to its current temporary premises some two years ago while building work is being carried out on its permanent site. There are 142 pupils on the roll between the ages of three and 11, with 31 children in the Nursery and Reception classes of the Early Years Foundation Stage. Sixteen children are in receipt of nursery funding. There are no pupils with statements of special educational needs. The school's aim is to 'provide the boys with a solid Jewish and secular education, as well as equipping them with the necessary tools to grow up to be respectful of others and to be law abiding citizens'. The last inspection took place in March 2007, with a monitoring visit in November 2008.

## Evaluation of the school

Talmud Torah Tiferes Shlomoh provides a good quality of education and is successful in meeting its aims. Children make good progress in the Early Years Foundation Stage and then as they move up throughout the school. The quality of pupils' spiritual, moral, social and cultural development is outstanding. Overall, behaviour is good, although it is outstanding within the classroom. Pupils say they are happy to be at the school and enjoy lessons. They appreciate the support provided by their teachers. Safeguarding procedures are good. The school has made steady progress since the last inspection and now complies with all of the regulations.

## Quality of education

The school provides a good quality of education for its pupils, including those in the Early Years Foundation Stage. The curriculum is good and meets the needs of pupils. Pupils of all ages have access to a full range of learning experiences; although in the Early Years Foundation Stage children have limited access to organised outdoor learning activities. The school commits itself to providing pupils with an education which helps them to reach their full potential within a warm and supportive environment. The curriculum is divided into two parts: kodesh (religious studies) and

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

chol (secular studies). The well-planned kodesh curriculum is a major feature of the school's provision. Consequently, a spiritual ethos permeates the whole school. The school successfully promotes the progression of knowledge, skills and understanding of all relevant aspects of the Jewish religion.

The chol curriculum is broadly based on the National Curriculum with appropriate time set aside for literacy and numeracy every day. Art is taught mainly through the kodesh curriculum as are personal, social and health education, history and geography. The curriculum is further enriched through visits, events and projects.

Teaching and assessment are good throughout the school, including in the Early Years Foundation Stage. Teachers have high expectations of attitudes to learning and behaviour; consequently, pupils make good progress in their learning. Pupils achieve age-appropriate Key Stage 2 outcomes by the time they leave school. The small class sizes and good relationships create a calm environment within the classroom, in which pupils can concentrate and be creative. They are well supported by the teachers. In addition, they are also able to reflect on what they have learned and ask questions to help them deepen their understanding. Teachers generally use questioning strategies very effectively and challenge pupils to develop enquiring minds. Resources to support teaching and learning are satisfactory. Provision for pupils with special educational needs and/or disabilities is good.

Overall procedures for assessment are good. The teachers have good understanding of the abilities of their pupils, supported by regular assessment. Because the school is relatively small, discussions between teachers and pupils about their work take place frequently. Good records are maintained of the progress made by pupils. Although the information derived from assessment is used to inform planning this is not done consistently enough. Parents are kept well informed of pupils' progress through end-of-year reports and parents' evenings.

The life skills learned within the kodesh curriculum and in literacy and numeracy, including communication skills, are well embedded through the many learning opportunities provided. As a result, pupils are well prepared for their future aspirations, as most gain places in the schools of their first choice.

### Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of the pupils is outstanding, including that of children in the Early Years Foundation Stage. At the core of the ethos of the school is the development of pupils' middos, the desirable personal traits of responsibility, modesty and consideration. Pupils who graduate from the school are confident and well adjusted, with positive attitudes towards learning. Staff lead by example and create an exceptionally positive school ethos that helps pupils to develop these strong spiritual, moral and social values. Pupils daven (perform their daily prayers) with kavonah (great mental devotion) and the commitment to Torah values which they demonstrate helps them to become responsible and successful

learners. Their attitude to work is outstanding and is reflected by their enjoyment of lessons. Overall, the behaviour of pupils is good although it is outstanding in the classroom. Occasionally, pupils lapse into some disorderly movement around the school. Celebration of festivals, Rosh Chodesh (first day of the lunar month) and siyumim (celebration on completion of a section of learning) all add an extra dimension to help the boys develop into confident individuals. As one pupil wrote, 'The school is like one big happy family.' Moral teaching permeates every aspect of daily life, effectively instilling in the pupils the importance of distinguishing and choosing between right and wrong. The study of mussar (ethics) contributes to their outstanding behaviour in the classroom. Pupils learn to interact positively with peers of different ages.

Pupils' social development and economic awareness are promoted in a variety of ways, through their work in raising significant funds for charity and in organising a grand tuck shop during Chanukah (Festival of Lights). Through their work in English they learn about public institutions and the world of finance. Pupils are taught to be tolerant of other cultures and have respect for all, regardless of race and colour. They learn about other cultures through Jewish history and geography.

### Welfare, health and safety of the pupils

The school makes good provision for the welfare, health and safety of all pupils, including children in the Early Years Foundation Stage. The school encourages them to eat healthy foods and pupils say that they feel safe and well cared for. Staff know all the pupils very well and swiftly address any concerns that they may have about their welfare. Procedures relating to safeguarding and child protection meet requirements and are implemented in full. The school now fulfils its responsibility with regard to the Disability Discrimination Act and all policies relating to welfare, health and safety are in place. All necessary risk assessments for the premises and school trips are routinely carried out. Fire checks and drills are regular events. Admission and attendance registers comply with requirements.

### Suitability of the proprietor and staff

The school implements safe recruitment procedures and carries out all of the required checks on the suitability of staff and other adults who work in the school. They are all checked with respect to their qualifications, experience and suitability for working with children. Records are kept scrupulously and are kept securely in a single central register, which is maintained appropriately.

### School's premises and accommodation

The school provides satisfactory accommodation for pupils' education which enables effective learning to take place. There are an adequate number of classrooms and areas suitable for teaching of pupils with special educational needs and/or disabilities, although some classrooms are quite small. There is an appropriate room to support pupils when they are ill and need to lie down. The playground is small

and, while it safe, there are signs that some areas may soon require repair in order to remain so. The outdoor area designated for the Early Years Foundation Stage does not act as a stimulus for children to learn and is not directly accessible from the Early Years Foundation Stage classrooms. The premises and accommodation are maintained tidily and meet all of the regulations. The school is at an advanced stage in developing a purpose-built campus in the Golders Green area of north west London.

## Provision of information for parents, carers and others

The school makes appropriate provision for the dissemination of information to parents, carers and others. Regular newsletters provide a range of information which include the school's policies and contact details. Parents are invited to see all policies which are held ready at the school. Annual school reports provide clear information to parents of their children's progress, attainment, behaviour and social skills. Seventy-three parents returned completed questionnaires on their children's progress, nearly all being overwhelmingly positive about the work of the school.

## Procedures for handling complaints

The school has a comprehensive complaints policy which meets all of the necessary requirements. It is made known to parents through newsletters.

## Effectiveness of the Early Years Foundation Stage

Good leadership and management of this setting have ensured good outcomes. Children start with average social and personal skills but little skill in literacy and numeracy. They make good progress through the Nursery and Reception class and enter Key Stage 1 with above-average social and personal skills, and are broadly average in all other areas of the Early Years Foundation Stage framework. Their development in independence and basic skills equips them well for their next stage of more structured learning.

A welcoming environment helps children to settle quickly, develop confidence and feel safe and relationships between the teaching staff and children are outstanding.

The well-planned integrated curriculum links the kodesh to the six areas of learning. It provides a wide range of exciting activities and experiences which promotes learning effectively. However, the small outside area, which is not directly accessed from the classrooms, does not provide a stimulus to learning, thus restricting children's learning experiences. As a consequence, the quality of provision is satisfactory.

Teaching is consistently at least good and sometimes outstanding. Each class has teaching assistants who work well alongside the classroom teachers in organising a range of appropriate activities. There is a good balance of teacher-led and child-

initiated activities while indoors. Children enjoy eating their snacks and drinks independently and are encouraged to eat healthy foods. They can choose from a good range of toys and happily share these. Children work well collaboratively as well as individually. Teachers prepare and plan the use of resources carefully. Children demonstrate good concentration skills and give confident answers to questions. They are assessed regularly against the Early Years Foundation Stage profile when they start and subsequently within a continuous assessment process.

Staff have completed relevant training in first aid. Children's personal development and behaviour are good because all adults ensure that the safeguarding, welfare and well-being of each child are secure.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended ('the Regulations').

## What the school could do to improve further

While not required by regulations, the school might wish to consider the following points for development:

- ensure that the Early Years Foundation Stage outdoor area is upgraded so that it provides a stimulus to learning and an environment wherein children can make choices about where they want to learn
- ensure that formative assessment is used consistently to plan the next stage of children's learning
- improve the quality of resources to support pupils' learning.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the Early Years Foundation Stage?		✓		
What is the quality of provision in the Early Years Foundation Stage?			✓	
How effectively is the Early Years Foundation Stage led and managed?		✓		
Overall effectiveness: how well does the school meet the needs of children in the Early Years Foundation Stage?		✓		

The quality of boarding provision

Evaluation of boarding provision				
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## School details

Name of school	Talmud Torah Tiferes Shlomoh
DCSF number	302/6106
Unique reference number (URN)	131121
Type of school	Jewish day primary school
Status	Independent
Date school opened	1995
Age range of pupils	3–11 years
Gender of pupils	Boys
Number on roll (full-time pupils)	142
Number of pupils with a statement of special educational need	0
Annual fees (day pupils)	£2,820
Address of school	Mountbatten House Unit 28 Dollis Hill Estate 105 Brook Road London NW2 7BZ
Telephone number	020 8452 4068
Fax number	020 8452 1977
Email address	<a href="mailto:ttts37@aol.com">ttts37@aol.com</a>
Headteacher	Mr Menashe Gotlieb
Proprietor	Mr S Zalcborg
Reporting inspector	Dr Jonathan Yodaiken
Dates of inspection	17–18 March 2010