

Tiferes

Independent school standard inspection report

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Reporting inspector	Ramesh Kapadia

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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, 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.^{1, 2}

Information about the school

Tiferes is a primary day school that serves the orthodox Jewish communities of Prestwich and Salford. It is located in a classroom in the basement of a large building, which also houses a childcare setting, in the centre of Broughton Park. The registered childcare provision in the same building, managed by the governing body, was not inspected with the school. It is inspected under section 49 of the Childcare Act 2006. A separate report can be found on the Ofsted website at www.ofsted.gov.uk.

The school caters for pupils from five to 11 years of age and currently has one class of ten pupils in Year 1. A small number of pupils speak English as an additional language (EAL) and none has a statement of special educational needs. The school, which opened in September 2010, aims to provide an excellent education, guided by the principles of a true *Toradik Chinuch* (Jewish way) by creating good quality learning and a high standard of behaviour. This is the school's first inspection.

Evaluation of the school

Tiferes provides a satisfactory quality of education. Most elements of its provision including the curriculum, teaching and assessment, and pupils' progress are satisfactory. The provision for spiritual, moral, social and cultural development of pupils is good. Teachers in the school care for pupils well on a daily basis. The overall provision for welfare, health, and safety is satisfactory, although training in safeguarding has yet to be brought up to date. This newly formed school is beginning to achieve its aims, particularly with regard to pupils' behaviour, which is good. The school meets most of the regulations for its continuing registration as an independent school.

Quality of education

The school's curriculum covers all the required areas of learning and experience and is satisfactory overall. In the morning, the *Kodesh* (Jewish studies) curriculum is taught, while the *Chol* (secular curriculum) is taught on four afternoons a week. The time allocated for the some secular subjects, while satisfactory, is less than is usual.

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

The school aims to implement an integrative approach to the curriculum. The *Kodesh* curriculum follows the books of the *Torah* (Jewish Law) over the year, and links are made to festivals. As well as teaching Hebrew and Jewish traditions, references are made to secular subjects including geography, art and craft and design and technology. Personal, social, health, and citizenship education is included, covering aspects such as healthy eating and social relationships in the community. However, the explicit learning objectives related to these subjects in the schemes of work are not always clear in the lesson plans in the *Kodesh* curriculum.

The secular curriculum in the afternoons includes English, mathematics, science, physical education (PE), and geography. The time allocated to mathematics is only three hours a week and limited time is allocated to creative and aesthetic subjects. Computers are not used, but technology is covered in the *Kodesh* curriculum. Adequate policies and schemes of work are in place for all subjects, but a clear outline of the skills and knowledge to be acquired each year is not explicit in all the schemes. The curriculum enables pupils, including those who are learning to speak English as an additional language, to make progress in all subjects. At present there are no regular extra-curricular activities.

The quality of teaching and assessment is satisfactory with good features such as the use of paired work. A strong emphasis is placed on reading, handwriting and on grammar in English, supplemented by work in Hebrew so that pupils experience its complex grammatical forms. A teacher hears each child read virtually every day. On most occasions, all pupils are set identical tasks and so the work is not always at the right level of challenge for some. Targets for improvement are not set. There are too few opportunities for pupils to work independently or for extended periods of time. Resources for teaching and learning are adequate.

Overall, pupils' progress is satisfactory and pupils are working at age-appropriate levels. Progress is good in reading, writing and grammar. Creative writing is less well developed though there are opportunities for creative expression when pupils write about their news. Pupils make satisfactory progress in mathematics and science. However, some pupils who attained particularly high standards at the end of the Early Years Foundation Stage have subsequently consolidated rather than extended their learning.

Teaching is based on very good relationships between adults and pupils, which are fostered by the strong Jewish ethos in the school. The marking of work often includes praise, which encourages pupils to work hard. Assessment is satisfactory; it is good in English and in aspects of the *Kodesh* curriculum but less detailed in mathematics and science. The school is planning to incorporate national tests into its assessment system. Assessment information is not always used to full effect to set targets and to challenge pupils to progress more rapidly.

Spiritual, moral, social and cultural development of pupils

The spiritual, moral, social and cultural development of pupils is good. The spiritual, moral and social understanding of pupils is strongly promoted in the school. For example, a recent theme studied related to 'good deeds' and pupils acted out good deeds in pairs for the class. The *Torah* is at the heart of the school's ethos and permeates all areas of the *Kodesh* curriculum.

Pupils are taught to be considerate to others and learn to respect others, including their elders. They understand the difference between right and wrong and accept responsibility for their behaviour, which is good. Their social development builds well on the community values fostered by the school. They play together happily and with their siblings who are in the childcare provision. Cultural development is supported in subjects such as geography and is satisfactory. Pupils' awareness of the wider community and its institutions is developing slowly. They are taught about others who help them such as a doctor or nurse.

All the pupils say that they are happy to come to school, as confirmed by parents in their returns on the parental questionnaire. Attendance is excellent, and all pupils on the roll were present during the inspection. Though some of the pupils are rather shy, their emerging confidence in communication and mathematics forms a sound basis for their future economic well-being. As one of the parents noted, 'The school provides a safe and loving environment, with great enthusiasm.'

Welfare, health and safety of pupils

Provision for the welfare, health and safety of pupils is satisfactory. Pupils are very supportive of their teachers and feel safe and secure in the school. Their welfare and social development are at the heart of the school's ethos and this is evident on a day-to-day basis. Teachers use a home-school booklet which helps to ensure effective communication with parents. In their questionnaire returns, parents were very supportive of the school.

While the school has the required policies in place, some are not fully implemented. The school does not maintain suitable written records of the references obtained for all teachers, as part of its safe recruitment practice. Teachers in the school have undertaken some training on child protection with childcare staff, but this is insufficient for the school context. The designated officer for child protection has not yet undertaken the more extensive training which is required. The appropriate training has been booked. There is a policy for educational trips but risk assessments are not undertaken systematically. There is a policy for anti-bullying, but it does not include an explanation of the various forms bullying may take. However, the pupils get on well together and, when interviewed, noted that they had not experienced any bullying in the school.

The behaviour and discipline policy is based on values from the *Torah*, with a clear policy on rewards and sanctions: rewards are often used and teachers noted that

there has been no need to use sanctions for pupils in the school. Pupils have a good understanding of how to stay healthy and are able to explain, despite their young age, the *Torah* requirement for a fish or animal to be *kosher* (fit to eat) and described an occasion when a parent brought such a fish into the school as a demonstration of fins and scales. Pupils have snacks twice a day, in addition to lunch: teachers encourage their parents and carers to send in healthy foods. The school meets the regulations in respect of health and safety, including first aid, and undertakes emergency evacuation drills. It has drawn up an accessibility plan which meets the requirements of the Disability Discrimination Act 1995, as amended.

Suitability of staff, supply staff and proprietors

The staff and proprietor have obtained the enhanced clearance, as required, through the Criminal Records Bureau. The school maintains a single central register of all the required checks, as required.

Premises and accommodation at the school

The classroom is a suitable environment for learning. There is a large playground which is sometimes shared with the childcare provision, so that pupils can meet and play with their younger sisters. The classroom is adequate in size and there are plans to provide further classrooms as the school grows. The building is enlivened by displays of pupils' work. There are sufficient washrooms, as well as a suitable facility for pupils who are ill.

Provision of information

The school provides most of the required information to parents, carers and others through the school prospectus and makes its policies available at parents' request. The information does not include details about the number of staff employed in the school with a summary of their qualifications. There are plans to provide an annual written report to parents on pupils' progress, and this is supplemented by meetings with teachers.

Manner in which complaints are to be handled

The school's procedures for handling complaints fully meet requirements. There have been no formal complaints in the last year.

Compliance with regulatory requirements

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.³

³ www.legislation.gov.uk/ukxi/2010/1997/contents/made

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

- make arrangements to safeguard and promote the welfare of pupils at the school by ensuring that all staff, including the designated officer for child protection receive the appropriate level of training and that records of references are kept for all staff (paragraph 7)
- ensure the procedures to prevent bullying have regard to the DCSF guidance *Safe to learn: embedding anti-bullying work in schools* (DCSF-00656-2007) (paragraph 10)
- ensure there are effective procedures for ensuring pupils' health and safety on educational visits which have regard to DfES guidance *Health and safety of pupils on educational visits* (DfES ref:HSPV2) (paragraph 12).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- make available to parents of pupils, parents of prospective pupils, and on request, to the Chief Inspector, the Secretary of State, or an independent inspectorate information on the number of staff in the school and a summary of their qualifications (paragraph 24(1)(b)).

Inspection judgements

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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School details

School status	Independent
Type of school	Orthodox Jewish primary day
Date school opened	September 2010
Age range of pupils	5-11 years
Gender of pupils	Girls
Number on roll (full-time pupils)	10
Number on roll (part-time pupils)	0
Number of pupils with a statement of special educational needs	0
Number of pupils who are looked after	0
Annual fees (day pupils)	£2,400
Address of school	33 Northumberland Street Salford M7 4DG
Telephone number	0161 792 9000
Email address	newgirlsschool@gmail.com
Headteacher	Mrs Judith De Vries
Proprietor	Mr Michael De Vries