

Tiferes

Great Cheetham Street West, Broughton, Salford, M7 2JR

Inspection dates	11–13 June 2014	
Overall effectiveness	Good	2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Outstanding	1
Leadership and management	Good	2

Summary of key findings

This is a good school.

- Pupils make good progress in all aspects of Kodesh (Jewish religious studies) and in reading, writing and mathematics.
- Good teaching helps ensure that all groups of pupils, including those who find learning difficult, make good progress.
- Good teaching in the Early Years Foundation Stage helps children make good progress in their personal development, speaking, reading and writing.
- The school provides a good range of subjects and activities that meet the interests of pupils well and that they enjoy. This helps them develop and use their reading, writing and mathematical skills across different subjects.
- Well-planned projects and practical activities help pupils learn about the ways that they should interact with each other exceptionally well.
- Behaviour and safety are outstanding aspects of the school. Behaviour in lessons and around the school is exemplary. All pupils are keen to learn; they concentrate on their lessons and complete good amounts of work across all subjects.
- The school's leaders, including the proprietor, have ensured that good teaching has secured good achievement and progress for all pupils.

It is not yet an outstanding school because

- Teachers do not share outstanding practice often enough and lesson observations do not sufficiently challenge them to improve their teaching further.
- More-able pupils are not always challenged to achieve their very best.
- The marking of work is inconsistent and does not always show pupils how they can improve.
- Teaching assistants are not always involved in supporting teaching and learning.
- Pupils are not formally involved in the school's development and improvement.

Compliance with regulatory requirements

- The school meets schedule 1 of the Education (Independent School Standards) (England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors observed 14 lessons taught by 13 different teachers. They scrutinised pupils' work and held meetings with the headteacher, staff and pupils.
- The school's documentation was checked including schemes of work, teachers' planning, records of pupils' progress, assessment records and records pertaining to welfare, health and safety. The inspector checked the school's compliance with the regulations for independent schools.
- The inspectors took account of the views expressed in 25 questionnaires returned by staff and 98 responses from parents and carers to a questionnaire distributed by the school during the inspection. There were insufficient responses to Ofsted's online Parent View questionnaire to be considered.

Inspection team

Chanan Tomlin, Lead inspector

Additional Inspector

Shellie Barcroft

Additional Inspector

Full report

Information about this school

- Tiferes is a primary day school for girls which serves the Orthodox Jewish communities of Prestwich and Salford. It is located in large Victorian building in the centre of Lower Broughton that was originally built as a school.
- The school is registered for pupils from three to 11 years of age and there are currently 173 pupils on roll. A small number of pupils speak English as an additional language and two have 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* (Torah education) by promoting good quality learning and a high standard of behaviour.
- The school's vision is 'to offer every child a curriculum which is balanced and broadly based, promoting their spiritual, moral, cultural, mental and physical development'.
- The school was last inspected in May 2011.

What does the school need to do to improve further?

- Raise standards of achievement and progress to outstanding by establishing a consistent system of marking pupils' work for all year groups to help them attain even higher standards of work.
- Raise the quality of teaching to outstanding by:
 - ensuring that lessons are planned to provide more-able pupils in all year groups with enough challenge to achieve their very best
 - ensuring that teaching assistants are always involved in supporting teaching and learning.
- Develop further opportunities for pupils to become involved in school improvement through, for example, a school council.
- Improve leadership and management by:
 - providing teachers with more training and opportunities to share outstanding practice
 - improving the system of lesson observations to ensure that teachers are consistently challenged to improve their teaching.

Inspection judgements

Achievement of pupils

Good

- The school's records indicate that pupils' starting points are generally above those expected for their age. Throughout their time at the school, all pupils achieve well and make good progress in Kodesh. In Chol (secular studies), they reach or exceed the standards expected for their age in reading and writing, and mathematics.
- Children in the Early Years Foundation Stage make good progress in all areas of learning and make great gains in their personal and social development. They learn how to count correctly and make good progress in learning the sounds that both English and Hebrew letters make. As a result, they learn how to read and write simple words accurately. By the time they reach Year 1, most are above the levels expected for their age and are at a good level of development.
- All pupils acquire knowledge quickly and develop their knowledge securely in a wide range of subjects. As a result, they are well-equipped to learn new things as they become more difficult and challenging.
- Pupils in Years 1 and 2 continue to make good progress. Through Kodesh, they become fluent Hebrew readers, learn how to translate *Chumash* (Torah) capably and gain a good understanding of Jewish culture and ritual. In Chol, they master basic numeracy skills and learn how letters and sounds link together to form words, helping many to become skilled readers and writers.
- By the time pupils reach Year 3 most attain good, solid standards in Kodesh. Results of National Curriculum assessments at the end of Year 2 show that most pupils' reading, writing and mathematical skills are at or above the level expected for their age because of the good progress that they have made.
- The school has added year groups every year since it opened. The highest year group currently is Year 4. Records show that all pupils in this year group have made consistent progress throughout their time at the school and they continue to do so. All pupils in Year 4 are making or exceeding the expected levels in reading, writing and mathematics and are well-equipped to achieve well in Year 5.
- Pupils with special educational needs and those who speak English as an additional language are provided with good levels of challenge. As a result, they achieve well and make good progress. Pupils that are more able are not always challenged to achieve outstanding results; these pupils are capable of working at even higher levels of achievement in both Kodesh and Chol.
- Pupils enjoy reading and are encouraged to read at home and school in their spare time. Many pupils in Years 2 to 4 read proficiently and fluently across many subjects.
- Most pupils are careful to spell, punctuate and use grammar correctly. Most of the written work in Kodesh is done on worksheets that are pasted into exercise books; pupils are careful to organise and present their work well.
- The school does not have a system of marking pupils' work consistently across all year groups in either Kodesh or Chol. As a result, pupils do not always receive the guidance that they need to help them attain even higher standards of work.

Quality of teaching

Good

- Teaching is typically good. This ensures that all pupils, including those with special educational needs and those for whom English is an additional language, achieve well in Kodesh and in all Chol subjects, including speaking, reading, writing and mathematics.
- In the Early Years Foundation Stage, children learn well through a good balance of activities both indoors and outdoors. Teachers use a good range of methods to help children learn on their own through exploration and new experiences. During one lesson, some children made

dough for *challo*s (Sabbath loaves) with the teacher while others enjoyed drawing, writing, playing numeracy games and dressing up.

- Teachers expect pupils to achieve well. They plan interesting lessons and enable all pupils to make good progress from their different starting points.
- Teachers use basic resources in interesting ways to help pupils understand what they are learning; this motivates them to concentrate and participate in lessons. For example, during a Year 3 English lesson, the teacher used puppets to help pupils understand the use of common expressions. During a Year 2 science lesson, pupils analysed different materials that the teacher brought into school; in a Year 4 science lesson, pupils built switches and circuits with basic equipment.
- During lessons, teachers often adjust the work according to how well pupils are doing. For example, during a Year 3 *Chumash* lesson, the teacher ensured that all pupils fully understood the meanings of verses through a great variety of activities including songs, actions and 'pupils teaching the teacher'.
- Pupils are set homework that helps them consolidate what they have learned in school. Most work is marked regularly and accurately but pupils are not always given clear guidance on areas that need to improve. As a result, they are not pushed to achieve consistently outstanding results.
- More-able pupils of all ages make good progress but lessons are not planned to provide them with enough challenge to achieve their very best.
- Teaching assistants provide pupils with extra help and this helps them achieve well. Some assistants are not always sufficiently involved in teaching and learning. As a result, valuable opportunities to further enhance learning in the classroom are missed.

Behaviour and safety of pupils

Outstanding

- The behaviour of pupils in lessons and around school is outstanding. This helps create a purposeful atmosphere where pupils are keen to learn and succeed. As a result, they achieve well and make good progress.
- The safeguarding and welfare requirements of the Early Years Foundation Stage are fully met.
- Pupils have excellent attitudes towards learning and are always punctual. Pupils concentrate and work hard during lessons; they are always actively involved, interested and excited to learn new things.
- Pupils are very well-mannered and courteous; they welcome visitors to the school and are keen to share their accomplishments with them.
- Pupils show that they are keen to learn by asking questions when they do not understand and by discussing what they are learning with their peers. An example of this is a Year 4 Kodesh lesson on prayer where pupils asked the teacher to clarify the meaning of 'reign' and 'salvation'.
- Pupils get along very well together. During lessons, they often work in pairs and groups; this helps them learn well and helps them appreciate the benefits of teamwork. During break times, pupils enjoy sharing and playing together and no pupils are left isolated.
- The school's work to keep pupils safe and secure is good. Pupils and parents agree that the school is an exceptionally safe environment where pupils are very well cared for. Pupils are aware of the different forms of bullying and the harm that it can cause; they assert that bullying hardly ever happens at school.
- Pupils learn about safety and enjoy informative visits from the fire brigade and police. They know how to keep themselves safe and trust all members of staff to help them whenever they need assistance.
- Pupils' spiritual, moral, social and cultural development is outstanding and is a great strength of the school. Pupils pray daily and take full part in all of the rituals and customs associated with Jewish religious life. They especially enjoy well-organised projects and activities around

topics that help them improve the ways that they interact with each other; the most recent topic covered was *Ayin Tova*, looking at people with a 'good eye' by celebrating their successes.

- Pupils gain excellent knowledge of Jewish culture through Kodesh. They gain a well-developed knowledge of other cultures through personal, social and health education (PSHE), citizenship, history and geography. They learn the importance of respecting all people as a religious obligation. As a result, they appreciate and promote diversity and understand the evils of prejudice and discrimination.
- Attendance is excellent and has been above the national average since the last inspection.
- Pupils have opportunities to express their opinions about the running of the school from time-to-time. For example, they raised money and chose equipment for the playground. However, the school has not yet established a means, such as a school council, through which pupils can be involved in school improvement more formally.

Leadership and management

Good

- All pupils, regardless of their abilities or starting points, achieve well and make consistently good progress. This is because the headteacher and senior leaders have ensured good teaching for all year groups in all subjects, and promoted excellent behaviour throughout the school.
- Senior leaders have developed policies that help ensure good progress in literacy and numeracy.
- Senior leaders convey high expectations to staff and pupils; they make good use of resources and ensure that pupils who find learning difficult receive the assistance that they need through extra support.
- All pupils succeed in their learning and personal development because staff ensure that all pupils, including those whose circumstances might put them at risk, receive the support that they need at all times.
- The leadership and management of the Early Years Foundation Stage are good. Leaders ensure that the learning and development requirements are fully met, and that resources and teaching methods are effective in meeting the needs of all children and groups of children. Senior leaders check tracking arrangements regularly to ensure that all groups of children make good progress.
- Senior leaders assess the school's strengths and areas that need to improve accurately; they have produced a detailed document that is used to help them consistently improve all aspects of the school.
- Senior leaders have ensured that pupils are offered a wide range of subjects and activities in both Kodesh and Chol; these meet pupils' needs and interests fully and are enjoyed by all. Pupils especially enjoy project work related to their social and moral development.
- All safeguarding requirements are fully met and the school works well with other agencies to ensure that pupils are always safe.
- Parents and carers are very happy with all aspects of the school. They receive regular updates about their child's progress, are always welcome in the school, and are encouraged to discuss their child's progress with senior leaders and teachers.
- The proprietor is fully involved in the running of the school and works hard to ensure that the subjects taught and topics covered are always in keeping with the school's ethos. He frequently challenges senior leaders to improve different aspects of the school's provision and to ensure that all policies and procedures are in place and implemented effectively.
- Leaders and managers have ensured that all of the independent school standards and statutory requirements of the Early Years Foundation Stage are fully met.
- Training has been provided for a good number of teachers to improve their knowledge and skills. However, overall teachers are not provided with enough training to lift teaching and

standards to outstanding; they do not have enough opportunities to share the outstanding practice that is evident within parts of the school.

- The headteacher and another senior member of staff observe lessons and guide teachers on ways that they can improve teaching. However, lesson observations are not frequent enough and feedback to teachers is not challenging enough to raise standards of teaching from good to outstanding.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	136143
Inspection number	447241
DfE registration number	355/6039

This inspection was carried out 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.

Type of school	Primary
School status	Independent school
Age range of pupils	3–11
Gender of pupils	Girls
Number of pupils on the school roll	173
Number of part time pupils	0
Proprietor	Michael De Vries
Chair	Michael De Vries
Headteacher	Judith De Vries
Date of previous school inspection	18 May 2011
Annual fees (day pupils)	£2,660
Telephone number	0161 792 9000
Fax number	Not applicable
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