

London Jewish Girls High School (Tiferes)

The Community Centre, 18, Raleigh Close, Hendon, London NW4 2TA

Inspection dates 11–13 November 2014

Overall effectiveness	Good	2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2

Summary of key findings

This is a good school because

- Pupils' very good, and often exemplary, behaviour makes a significant contribution to their learning. This is because pupils feel happy and valued by all staff. Pupils have excellent attitudes to learning and their social skills are very well developed.
- Pupils achieve well and make good progress in their lessons, especially in their Jewish studies and in English and mathematics as a result of effective teaching.
- The balance between the secular and Jewish studies is good and prepares the pupils well for the next stage of their education.
- The safeguarding arrangements are good and the pupils confirm they feel safe.
- Leadership and management are good. They are effective in establishing good quality teaching and learning.
- Partnerships with parents and carers are very strong and they greatly appreciate the school's work to support their children.

It is not yet an outstanding school because

- Pupils are not given enough opportunities to learn about others who come from faiths different from their own.
- Although pupils receive lots of verbal praise and feedback, marking in their books does not consistently help them to improve their work or consider their next steps; learning targets for those pupils who need additional help are insufficiently precise.
- The role of middle managers needs further development, and performance management of staff is still under development.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet 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. The details are listed in the full report.

Information about this inspection

- This inspection was undertaken with one day’s notice.
- The inspectors observed 21 lessons or parts of lessons, some of which were joint observations with the headteacher and senior staff.
- Meetings were held with the school's leaders, teaching staff and pupils. A range of documentation was examined, including policies, assessment records, the curriculum and teachers’ plans. The inspectors looked at the pupils’ written and other work. The inspectors observed them at break times.
- The views expressed by 15 members of staff through survey questionnaires were considered.
- Parents and carers were given the opportunity to respond to the questionnaire on paper as they do not have access to Parent View. There were 60 responses.

Inspection team

Jill Bainton, Lead inspector

Additional Inspector

Fayge Levenberg

Additional Inspector

Full report

Information about this school

- London Jewish Girls High School (Tiferes) is an independent day school for 125 girls aged 11 to 16 years. It is located in a residential area in Barnet. It was founded in 1997 as a charitable trust. There are currently 126 girls on roll. Two have a statement of special educational needs.
- The school is based in a building that was originally designed as a meeting hall and which is owned by the synagogue.
- The school uses a local park for games.
- The school aims to 'educate its pupils to fill the traditional role of a Bas Yisroel in the modern world'.
- The school was last inspected by Ofsted as a light touch inspection in May 2011 when it met all the regulations.

What does the school need to do to improve further?

- Strengthen leadership and management by:
 - extending the role of middle managers
 - further developing performance management of staff.
- Improve the quality of teaching and pupils' rates of progress by:
 - ensuring that teachers' marking clearly and consistently shows how pupils can improve their work
 - ensuring that targets for those pupils who need additional help are sufficiently focused to help them know how to improve their work.
- Improve pupils' personal development by providing pupils with more opportunities to learn about different faiths in local and wider communities.

The school must meet the following independent school standards:

- Provide suitable accommodation and showers for pupils aged 11 years or over who receive physical education. (paragraph 23A (1)).

Inspection judgements

The leadership and management are good

- Leadership and management are good and enable the pupils to learn and achieve well, especially in reading, writing and mathematics.
- The senior management team has devised a school improvement plan and identified areas in which it wishes to make improvements. The school's view about its own performance is accurate, with a focus on ways to drive the school forward. The school has identified that the role of middle leaders needs developing to strengthen management. The management of staff performance is currently part of the procedure for the monitoring of teaching, which takes place regularly. The school has identified that more effective performance management is an area for development. All staff who responded to the questionnaire were very positive and proud to be a member of the staff.
- Leaders have ensured that the curriculum balance between the secular and Jewish studies is good. The secular curriculum covers a wide range of subjects, including information and communication technology (ICT).
- The premises and accommodation are adequate for teaching. They are in need of refurbishment. There are no showers for the pupils who have physical education lessons. The school is actively looking for alternative premises. The complaints procedure fully meets requirements.
- Parents and carers receive the full range of required information and feel well informed of their daughters' progress. A real strength of the school is the strong partnership with parents and carers, who are very committed to the school and wish it to do well. They made many comments in their questionnaires such as 'very happy with the education', 'we know they are safe and well cared for', 'an amazing school developing our daughters with the correct moral standards', 'every child's talents are celebrated'. Reporting to parents and carers on their daughters' progress is very regular, with many opportunities for personal contact if needed.
- Pupils learn about public institutions and services in Britain and develop a clear understanding of democracy and a respect for the law through the citizenship programme. For example, they have had a visit from their local Member of Parliament, had the opportunity to question him and are shortly to tour the Houses of Parliament. Respect and tolerance within the school community are effectively promoted. A wide range of activities is provided to help improve pupils' cultural awareness. However, their understanding of those who come from faith backgrounds different from their own does not ensure sufficiently pupils' progress in this area. The school is aware of this and has plans to introduce it as part of the citizenship programme in the future. Pupils confirm that they are highly respectful of other faiths and beliefs but have a limited understanding of them.
- The school does not promote any partisan political views and ensures that any controversial issues are addressed in a balanced way.

■ The governance of the school:

The proprietor takes an active role in the governance of the school. He is aware of its strengths and weaknesses and strategies on how to improve the school. He holds the headteacher to account for managing the school and is kept well informed by him.

The proprietor ensures that all but one of the regulations for independent schools are met.

The behaviour and safety of pupils are good

Behaviour

- Pupils' behaviour is good, and often exemplary, both in lessons and around the school. Pupils are respectful of each other and all adults in the school. This, together with their keen attitudes to learning and their excellent attendance, contributes very positively to their overall success.
- Pupils are very complimentary about the school, making many comments such as, 'I love it here', 'we are a large family who look after each other', 'the teachers are so helpful'. Pupils really want to be at school, with one saying, 'I would much rather be at school than anywhere else.' Pupils take pride in their work, their appearance and their school.
- The pupils are very well informed about bullying and believe there is no concern at the school, they do not use mobile phones, but know about cyber bullying. They are confident that there is always a member of staff to speak to should they have any worries.
- Pupils all mix very well at break times and have lots of fun together. Currently, they are all very busy

preparing for the Chanuka show at the end of term, when every pupil will be involved in singing, playing an instrument or helping prepare the show. This is organised by Year 11.

- Senior pupils are made to feel very special, with all holding posts of responsibility such as head girls, prefects and social heads. They take these jobs very seriously and delight in their involvement in the school.

Safety

- Pupils confirm that they feel safe at school. They are confident that there is always a member of staff to speak to should they have any worries.
- The school is a safe, orderly and hard working community.
- The school's good recruitment procedures make sure that all staff are checked for their suitability to work with young people and that these checks are recorded accurately. There are good procedures to ensure that pupils are safeguarded and that all staff are trained to the appropriate levels. The safeguarding policy meets the latest guidance from the Department for Education and is made available to parents and carers.
- The school's work to keep pupils safe and secure is good. Risk assessments on all aspects of the premises and activities, both on and off site, are completed well.

The quality of teaching is good

- Learning is good as a result of effective teaching. The lessons engage and interest the pupils, who respond by concentrating, remaining on task and joining in discussions. Pupils' positive attitudes to learning contribute to the consistently good progress they make. Staff know the pupils very well and the excellent relationships within the school at all levels help to contribute to successful school life.
- Lessons are well planned. Teachers for both Kodesh and secular lessons are well informed and prepared. They have high expectations that all the pupils will engage in learning. The pace in lessons is good, with pupils being given tasks which are relevant, interesting and, in some cases, practical. For example, in a Year 11 biology lesson, pupils dissected a lamb's heart whilst discussing its functions in an informed, scientific manner.
- Teachers use questioning skilfully to help pupils clarify their thinking and enable them to move on in their learning. Some lessons are characterised by good partner and group discussions. Pupils confirm that this helps to clarify their thinking to discuss things. In some Kodesh lessons, however, teachers do not always give the pupils the opportunity to articulate their thinking.
- The curriculum balance between the secular curriculum and Jewish studies is good. The secular curriculum is well documented, but the Kodesh documentation is still being developed. The extra-curricular activities, which are very popular with the pupils, prepare them well for life outside school.
- Resources are satisfactory and are used well to support learning.
- Most of the pupils' work is marked. Although pupils receive lots of verbal praise and feedback, marking in their books does not consistently help them to improve their work or consider their next steps. Homework is set regularly and used well to extend learning, especially to challenge the most able pupils.
- Staff assess the pupils' learning well during lessons, and regular testing demonstrates their progress over time. This information is used well by staff to set suitably challenging work that builds on prior knowledge, understanding and skills.

The achievement of pupils is good

- Pupils achieve well at both key stages within the school from their varying starting points. This good progress is shown in the quality of work over time in their books, observations of their learning in lessons, discussions with pupils, staff and senior leaders, and through the school's own information about each pupil's progress.
- Pupils make good progress in both the Jewish and secular strands of the curriculum due to effective teaching. The school tracks pupils' progress over time and has just devised a more effective system which they are embedding.
- The school use a good range of strategies to help the less able pupils to read and to express themselves verbally. Over time, pupils become confident speakers, willing to share their knowledge with their classmates. English skills and mathematics are both taught well. The evidence in the pupils' work indicates that pupils achieve well.
- Key Stage 4 pupils make good progress in English, mathematics, science and a range of other subjects.

They are working towards accreditation in GCSEs, City and Guilds Awards and Clait (ICT) qualifications. Pupils over the last three years have achieved very commendable results in national examinations.

- Older pupils are given good careers advice and guidance to assist them in their next steps in education.
- The more able pupils are effectively challenged, with some older pupils making outstanding progress and taking national examinations a year earlier.
- The very few pupils with special educational needs, including those that have a statement of special educational needs, make good progress. Pupils are integrated into mainstream lessons, with some additional support given by specialist staff. They have devised individual education plans. However, the targets for those pupils who need additional help are too general.

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	131403
Inspection number	447170
DfE registration number	302/6110

This inspection was carried out under section 162A of the Education Act 2002, as inserted 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	Jewish Day School
School status	Independent school
Age range of students	11–16
Gender of students	Girls
Number of pupils on the school roll	126
Proprietor	David Hersh
Headteacher	Joel Rabinowitz
Date of previous school inspection	11 May 2011
Annual fees (day students)	£5,000
Telephone number	0208 2038618
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