

Talmud Torah Tiferes Shlomoh

37 Elmcross Crescent, Golders Green, London NW11 9TB

Inspection date 15 October 2015

Overall outcome **Independent school standards not met**

Context of the inspection

- This unannounced inspection was undertaken at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan.
- The school was last inspected on 27–29 January 2015, when a large number of regulations were not met. These related to the quality of the curriculum and teaching, compliance with equalities law, students' understanding of fundamental British values and laws, safeguarding concerns and the provision of showers and outdoor areas in the school's premises.
- The Department for Education issued a notice to the school on 26 March 2015 to submit its action plan detailing the steps it proposed to take to rectify these concerns. The plan was evaluated on 6 May 2015. It was judged to require improvement. The Department for Education wrote to the school on 8 June 2015 confirming the decision.
- The inspectors also checked the school's safeguarding practices and policies.
- This inspection focused on the school's progress in those parts of the action plan relating to Parts 1, 2, 3 and 8 of the independent schools standards. On this occasion, the inspectors did not examine any aspects relating to Parts 4 and 6 of the independent school standards.

Main findings

Quality of education provided

- The January inspection reported that the proprietor had not ensured that the quality of teaching, the provision of educational resources and the curriculum for Chol (secular studies) were good enough.
- Leaders have evaluated their plans to improve the school. However, the present inspection found that the action taken has not addressed all the regulatory failings from the last inspection. The school fails to meet a number of standards for this part.
- The school has developed schemes of work. They do not undermine fundamental British values. Leaders provided inspectors with a number of lesson plans. However, the plans did not relate directly to the schemes of work. The school has no curriculum policy agreed by governors.
- The schemes of work consider experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. However, curriculum planning is too narrow, particularly in physical education and the early years. The schemes of work do not consider the ages, aptitudes and needs of all pupils. Some schemes of work included the same work for different year groups.
- The majority of teaching time is on Kodesh (Jewish religious) studies. There is little provision made for literacy and numeracy across the school. The school library is disorganised. The school has purchased new computer resources. This has improved the opportunity for pupils to experience technological education. However, resources for science need to be further improved. The school has introduced music and art to the curriculum.

- The January inspection reported that early years provision was inadequate. The school promotes the physical development of children. However, the present inspection found that activities for children are not well structured. Communication skills of children in the early years are not effectively developed. The quality of literacy and opportunities for English is insufficient.
- Senior leaders have observed teaching and challenged poor performance. The present inspection found that in many cases there is little planning by teachers, or consideration taken of the needs of individual pupils. Leaders have developed a new system for monitoring teaching and setting performance targets in the early years. It is not implemented across the school.
- Leaders have written a policy for personal, social, health and economic education (PSHEE). The policy reflects the school's ethos and aims. The PSHEE policy includes respect and regard to the protected characteristics set out in the Equality Act 2010. There are timetabled PSHEE lessons as part of Chol studies. However, during the present inspection there was little evidence of PSHEE work in pupils' books.
- The school has a policy for careers education, advice and guidance. The leader responsible for careers has not received appropriate training. Consequently, the school fails to provide careers guidance that is impartial. It does not enable pupils to make informed choices based on their different aptitudes or needs.
- The January inspection reported that pupils' test results were not effectively used to measure the progress they make. The school has purchased a system to track and monitor the progress of pupils. Leaders have not fully implemented this system. Consequently, teachers are not able to carefully track pupils and ensure they progress well enough.
- The present inspection found pupils to be very polite and positive. They behave well in their lessons. Pupils contribute to discussions during their learning and can speak both Yiddish and English. They act responsibly, encouraged by an appropriate school reward system.

Spiritual, moral, social and cultural development of pupils

- The January inspection reported that the school failed to meet a significant number of the independent school standards relating to promoting pupils' spiritual, moral, social and cultural development. Leaders and governors have taken action to address many regulatory failings. However, the school fails to meet all the independent school standards for this part.
- At the time of the last inspection, the school had failed to consider precluding partisan political views. There were no preventative measures in place. Leaders and governors have taken effective action to address this matter. The school has a policy to preclude the promotion of partisan political views. Leaders monitor the implementation of the policy. The proprietor and governors have overhauled the Kodesh committee, to ensure partisan views are precluded.
- The school has reviewed the behaviour policy. Pupils are encouraged to accept responsibility for their behaviour, they show initiative and contribute positively. Pupils socialise and play well together. They have a firm understanding of what is right and wrong.
- The school promotes celebration events and trips to support activities in the local community. Pupils are able to develop their knowledge, self-esteem and confidence from these activities.
- Pupils learn about democracy and the rule of law. There are activities which include school council elections and visiting speakers. However, pupils do not have a deep understanding of public institutions and services.
- The January inspection reported pupils were shielded from learning about other differences such as sexual orientation. Leaders have recognised the requirement to consider the protected characteristics set out in the Equality Act 2010 in Kodesh studies. However, inspectors did not observe pupils learning about other differences.
- The school curriculum polices do not undermine fundamental British values. Inspectors observed evidence of pupils' learning that included the Battle of Trafalgar, Victorian Britain and the rule of

law. However, the school does not sufficiently promote diversity and wider faiths. There were few displays of pupils' work. Cultural development is not broad and diverse. Pupils reported to inspectors that they had studied Ramadan. They did not have an understanding of this subject.

Welfare, health and safety

- The January inspection reported that the school failed to meet one independent school standard for this part. Leaders had not written a policy for anti-bullying or implemented an effective anti-bullying strategy.
- The present inspection confirmed the school has an effective anti-bullying policy. The policy includes the use of rewards and sanctions. It identifies types of unacceptable behaviour and includes regard to the protected characteristics set out in the Equality Act 2010.
- A risk assessment policy is in place and reviewed regularly by leaders and governors. Discussions with staff and governors revealed a clear appreciation of the importance of assessing risk in a range of activities.
- Pupils reported to inspectors that they feel safe and know how to seek help when required. They were aware of different types of bullying. However, their knowledge of e-safety was less secure. The school has timetabled 'an anti-bullying week'. The themes of e-safety and education on the dangers of drugs are included within the PSHEE curriculum.
- Inspectors reviewed the school's safeguarding policy. It included those aspects relating to the latest statutory guidance from the Department for Education. Recent training for staff and governors ensured that their knowledge of safeguarding and welfare matters is sufficient.
- The school maintains an admission register and an attendance register. The admission register is held electronically. It contains the destinations of pupils who leave the school.
- The school ensures compliance with the Regulatory Reform (Fire Safety) Order 2005. Appropriate policies are in place with regard to health and safety, and first aid provision. Staff have received the appropriate training in first aid.

Premises and accommodation

- The January inspection reported that the school failed to meet one independent school standard for this part. The school had failed to provide suitable changing accommodation and showers for pupils aged 11 years or over.
- During the present inspection, the school provided inspectors with a letter outlining the procedure for showering after physical education. The school has a written agreement with a Mikvah to use the showers every Monday from 5.45pm to 6.30pm. Evidence failed to confirm the use of the showers. Consequently, the school does not meet this standard in this part.

Quality of leadership and management

- The governors of the school and the executive headteacher have taken action to address some of the regulatory failings since the January 2015 inspection. However, the proprietor and school leaders have not ensured that the regulations are fully met or that the welfare of students is assured. The associated standards for the leadership and management of the school therefore are not met.

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:

- Ensure that the curriculum is supported by appropriate plans and schemes of work (paragraph 2(1)).
- Ensure that the curriculum gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(1)(a)).
- Ensure that the subject matter is appropriate for the ages and aptitudes of pupils, including those pupils with a statement of special educational needs (paragraph 2(1)(b)).
- Ensure that written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan (paragraph 2(1)(b) (i)).
- Ensure that the written policy, plans and schemes of work provide full-time supervised education for pupils of compulsory school age, which gives pupils experience of linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2)(a)).
- Ensure that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(2)(b)).
- Ensure that where the principal language of instruction is a language other than English, lessons in written and spoken English are provided (paragraph 2(2)(c)).
- Ensure that the curriculum provides personal, social, health and economic education which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2(2)(d)(ii)).
- Ensure that the curriculum provides appropriate careers guidance for pupils receiving secondary education (paragraph 2(2)(e)).
- Ensure that the careers guidance for pupils receiving secondary education is presented in an impartial manner (paragraph 2(2)(e)(i)).
- Ensure that the curriculum provides appropriate careers guidance for pupils receiving secondary education which enables them to make informed choices about a broad range of career options (paragraph 2(2)(e)(ii)).
- Ensure that the curriculum helps to encourage them to fulfil their potential (paragraph 2(2)(e)(iii)).
- Ensure that there is a programme of activities which is appropriate to the educational needs of those pupils below compulsory school age, in relation to personal, social, emotional and physical development and communication and language skills (paragraph 2(2)(f)).
- Ensure that all pupils have the opportunity to learn and make progress (paragraph 2(2)(h)).
- Ensure that the curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2)(i)).
- Ensure that teaching enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3 and 3(a)).
- Ensure that teaching at the school fosters in pupils the application of intellectual, physical or creative effort, interest in their work and the ability to think and learn for themselves (paragraph 3(b)).
- Ensure that teaching involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3(c)).
- Ensure that teachers have a good understanding of the aptitudes, needs and prior attainments of pupils, and ensure that these are taken account of in the planning of lessons (paragraph 3(d)).
- Ensure that teachers demonstrate appropriate knowledge and understanding of the subject matter being taught (paragraph 3(e)).
- Ensure that classroom resources are of a good quality, quantity and range (paragraph 3(f)).

- Ensure that there is a framework in place to assess pupils' work regularly and thoroughly, and use assessment to plan teaching so that pupils can progress (paragraph 3(g)).
- Ensure that there is a framework in place for pupils' performance to be evaluated, by reference to either the school's own aims, as provided to parents and carers, or national norms, or to both (paragraph 4).
- Comply with the standard about the spiritual, moral, social and cultural development of pupils (paragraph 5).
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5(a)).
- Ensure that principles are actively promoted which enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England (paragraph 5(b)(iv)).
- Ensure further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5(b)(v)).
- Ensure respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5(b)(vi)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7 and 7(a)).
- Ensure that the school has suitable changing accommodation and showers for pupils aged over 11 years or over at the start of the school year who receive physical education (paragraph 23(1), 23(1)(c)).
- Ensure that leaders have sufficient skills, knowledge and understanding to make sure that the independent school standards are met consistently (paragraph 34(1), 34(1)(a)).
- Ensure that leaders are able to fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)).
- Ensure that leaders actively promote the well-being of pupils (paragraph 34(1)(c)).

Inspection team

John Lambern, lead inspector

Her Majesty's Inspector

Avtar Sherri

Ofsted Inspector

Information about this school

- Talmud Torah Tiferes Shlomoh is a 3–15 years independent boys' school with an ultra-orthodox Jewish faith ethos. It is situated in North West London.
- Most of the pupils are members of the local orthodox Jewish community. They speak Yiddish as their first language. The school is part of the Hasidim community.
- Pupils attend school for six days a week, from Sunday to Friday. The majority of the school day is taken up with Jewish religious studies (Kodesh), which are taught in Yiddish. Secular studies (Chol), which include English and mathematics, are taught in English.
- There are 222 pupils on roll, aged between 3 and 15. Younger pupils are taught in temporary accommodation. Key Stage 3 pupils are educated in an adjacent building.
- The early years comprises 42 children who attend a nursery unit and Reception class. All children attend full time.
- The proportion of disabled pupils and those with special educational needs is below average. None have a statement of special educational needs or an education, health and care plan.
- There is a governing body. The school has a consultant executive headteacher who was appointed in January 2015. A new headteacher was appointed in October 2015. There are separate leaders for Kodesh and Chol subjects. Subject leaders represent middle leaders.
- 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'.

School details

Unique reference number	131121
Inspection number	10007353
DfE registration number	302/6106

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

Type of school	Jewish faith school
School status	Independent school
Age range of pupils	3–15
Gender of pupils	Boys
Number of pupils on the school roll	222
Number of part time pupils	0
Proprietor	S Zalcborg
Headteacher	E Spitzer
Date of previous school inspection	27–29 January 2015
Annual fees (day pupils)	£4,500
Telephone number	020 8458 1974
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