

# Talmud Torah Tiferes Shlomoh

37 Elmcroft Crescent, London NW11 9TB

**Inspection dates**

22 June 2017

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(a)*

- At the last inspection, curriculum plans were not complete because the inspection occurred before this work was finalised. Pupils did not receive the opportunity to develop technological skills through the curriculum. The school's action plan, following the last inspection, does not include the technological education to be delivered.
- This inspection has found that the schemes of work and short-term plans are now complete. With the exception of science in the secondary phase and technology, they provide effective resources for teachers to use when planning lessons. Visits to classrooms across the school and scrutiny of a selection of pupils' work in English demonstrated that the plans are being implemented effectively. Short- and longer term plans effectively take into account the needs of pupils of different ages and starting points. The literacy and numeracy curriculum is well planned from early years through to the end of GCSE in Year 10. Teachers use these documents to plan and develop pupils' skills well over time.
- The special educational needs coordinator is effective in ensuring that teachers know and understand the needs of pupils who have special educational needs and/or disabilities. Appropriate partnerships with external agencies support pupils who have special educational needs and/or disabilities to receive personalised help and to access the curriculum effectively.
- Since the May 2016 inspection, there has been an ongoing debate within the school's community about how best to meet the standard relating to the delivery of a technological education. Consequently, this has meant that technological experiences remain absent from the planned curriculum.
- Science is currently absent from the secondary curriculum. This is the result of a decision made in order to preserve the limited time available for the teaching of mathematics and English. Science is on the school's provisional timetable for next year as part of the headteacher's strategy to introduce better quality science teaching.
- While the paragraph under the standard relating to subject plans taking into account pupils' needs is now met, the standard remains unmet because the paragraph relating to

the provision of technological and scientific education is not met.

## Part 2. Spiritual, moral, social and cultural development of pupils

*Paragraphs 2(1), 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i), 5, 5(b) and 5(b)(vi)*

- The last progress monitoring inspection found that the school did not meet the standards relating to the encouragement of pupils' respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. The paragraphs relating to the protected characteristics and the associated standards remain unmet.
- Leaders have encouraged pupils' respect for some, but not all, of the protected characteristics. Leaders have ensured that principles are actively promoted which encourage respect for other people regardless of age, religion, disability and race. For example, leaders have established a partnership with a local special school. The school council visited the partner school and said that the experience fostered their respect, understanding and empathy for other people who have special educational needs and/or disabilities.
- As at the time of the previous inspection, some of the protected characteristics were not referred to because the community that the school serves would consider that unacceptable. This continues to be the case. Specifically, pupils are not encouraged to consider the protected characteristics relating to gender and sexuality. Consequently, the school does not meet the standards relating to the protected characteristics and preparation for the opportunities, responsibilities and experiences of adult life.

## Part 3. Welfare, health and safety of pupils

*Paragraph 7, 7(a), 7(b), 32(1) and 32(1)(c)*

- At the time of the last inspection, the inspector found that the culture of safeguarding pupils had improved but the standard remained unmet. This is because leaders had not ensured that the most up-to-date guidance was used when conducting pre-employment checks on staff.
- Leaders' work to secure systems and provide appropriate training opportunities to all staff has remedied former weaknesses. Staff recruitment files now reflect the latest statutory guidance and leaders have developed new procedures that make the recruitment process robust. There are suitable additional checks that resolve former gaps in staff files.
- Leaders' records of referrals to the local authority, including child protection records, are meticulous. Leaders have taken on board feedback from previous inspections to ensure that records are clear, detailed and helpful in supporting pupils' welfare.
- Leaders' assessment of risk is secure and complemented by external audits and reports. Annual visits by the local authority are helping to maintain effective safeguarding arrangements. Audits by external agencies of the school's fire procedures are effective in identifying potential weaknesses that the school addresses. The headteacher is proactive in developing or using other's resources that help tighten the school's health and safety monitoring.
- Leaders have sustained the strengths outlined in previous inspection reports. This includes ensuring that staff know and understand their roles and responsibilities should

they have any concerns. Pupils are knowledgeable about risks associated with e-safety, radicalisation and 'stranger danger'.

- The standard relating to safeguarding is now met.
- The school meets the standard relating to the provision of information in Part 6 of the independent school standards, specifically the school's policy for safeguarding pupils' welfare. The school's safeguarding and child protection policy is available for parents to download from the school's website. The school's policy is in line with the latest statutory guidance from the Secretary of State and is fit for purpose.

#### Part 5. Premises of and accommodation at schools

##### *Paragraph 23(1) and 23(1)(c)*

- At the time of the last inspection, the school failed to provide suitable changing accommodation and showers for pupils aged 11 years or over. This is because the installed showers were not connected and operational.
- This inspection confirmed that the showers are now connected and operational so that pupils have the opportunity to change and shower as necessary. As a result, the school now meets this standard.

#### Part 8. Quality of leadership in and management of schools

##### *Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- Leaders have worked to ensure that the standards relating to safeguarding and premises are now met. The paragraph relating to leaders' active promotion of pupils' well-being is met.
- However, leaders have not taken effective action to ensure that all of the independent school standards are met. Specifically, while there are plans in place for the subjects taught, science in the secondary phase and technology are absent from the curriculum.
- The school is determined to remain consistent with the cultural expectations of the school's community. Consequently, standards relating to the protected characteristics continue to be unmet and are not likely to be met in the future.
- Leaders have not adjusted the school's action plan since the Department for Education rejected it in February 2017. This is because the same action plan was previously accepted, with modifications, preceding the progress monitoring inspection in May 2016.

## Compliance with regulatory requirements

The school does not meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school does not meet the following independent school standards**

*Standards that were not met at the previous inspection and remain unmet at this inspection*

- Ensure that the curriculum is supported by appropriate plans and schemes of work (paragraph 2(1)).
- Ensure that the curriculum gives pupils experience in scientific and technological education (paragraph 2(1) and 2(1)(a)).
- 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) and 2(2)(a)).
- 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), 2(2)(d) and 2(2)(d)(ii)).
- Ensure that the curriculum provides adequate preparation of pupils for the opportunities, responsibilities and experiences of adult life (paragraph 2(2) and 2(2)(i)).
- Ensure that the standard is met regarding the spiritual, moral, social and cultural development of pupils (paragraph 5).
- Ensure respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5, 5(b) and 5(b)(vi)).
- Ensure that leaders have sufficient skills, knowledge and understanding to make sure that the independent school standards are met consistently (paragraph 34(1) and 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) and 34(1)(b)).

### **The school now meets the following independent school standards**

- 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) and 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), 2(1)(b) and 2(1)(b)(i)).
- Ensure that arrangements are made to safeguard and promote the welfare of pupils at the school (paragraph 7 and 7(a)).
- Ensure that safeguarding arrangements have regard to any guidance issued by the Secretary of State (paragraph 7 and 7(b)).

- Ensure that the school has suitable changing accommodation and showers for pupils aged 11 years or over at the start of the school year who receive physical education (paragraph 23(1) and 23(1)(c)).
- Ensure that the school's policy for safeguarding pupils' welfare is published on the school's website (paragraph 32(1) and 32(1)(c)).
- Ensure that leaders actively promote the well-being of pupils (paragraph 34(1) and 34(1)(c)).

## School details

Unique reference number	131121
DfE registration number	302/6106
Inspection number	10033691

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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 faith school
School status	Independent school
Age range of pupils	3 to 15
Gender of pupils	Boys
Number of pupils on the school roll	230
Number of part-time pupils	0
Proprietor	Mr S Zalcberg
Chair	Mr T Ost
Headteacher	Mr Eli Spitzer
Annual fees (day pupils)	£4,500
Telephone number	020 8458 1074
Website	<a href="http://tiferesshlomo.org">http://tiferesshlomo.org</a>
Email address	<a href="mailto:office@tts.org.uk">office@tts.org.uk</a>
Date of previous standard inspection	27–29 January 2015

## Information about this school

- The school is an independent day school for boys aged between three and 15 years old. The school has a Jewish Orthodox ethos.
- The school is part of the Hasidim community. Most pupils are members of the local community. Many speak English as an additional language.
- No pupils who currently attend the school have an education, health and care plan.
- The school's last inspection was a progress monitoring inspection in May 2016. The

school's leadership has remained consistent since then.

- The school's last standard inspection, in January 2015, found that there were many unmet independent school standards and judged the school to be inadequate. The current headteacher was appointed at the time of the first progress monitoring inspection in October 2015.
- The school does not use any alternative provision.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspector met with the headteacher, head of the early years provision, the special educational needs coordinator and the deputy headteacher, who is also the designated safeguarding leader. The inspector met with a group of pupils.
- The inspector scrutinised documentation including: the school's safeguarding records, single central record and a sample of staff recruitment files; the school's action plan to address unmet standards; curriculum plans and assessment information; the school's records of bullying incidents; the school's most recent fire risk assessment and records of remedial actions; and the school's risk assessments for trips.
- The inspector visited classes across the phases and scrutinised pupils' work. The headteacher accompanied visits to classes.
- Too few responses were received to Parent View, Ofsted's online survey, to be evaluated.

## Inspection team

Matt Tiplin, lead inspector

Her Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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