

Tiferes

Grecian Street North, Broughton, Salford M7 2JR

Inspection dates

10–12 January 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The school is a warm, family-like community. The school's mission to create a school where every child's happiness comes first is a reality. A friendly, purposeful atmosphere has been created, where pupils feel safe and valued.
- The headteacher, supported by senior staff, works tirelessly to continually develop and improve the school. Teaching is checked closely, and teachers appreciate the support they receive to help them to improve their expertise.
- Good teaching leads to good achievement. All groups of pupils achieve well, including the most able, pupils who have special educational needs (SEN) and/or disabilities and those new to learning English.
- In 2017, pupils in Year 6 attained above-average standards in reading, mathematics, spelling and grammar.
- Children in the early years make a positive start to their education because they like school and feel safe and secure.
- Pupils' behaviour is excellent. They enjoy school and their attendance is well above average. Pupils feel valued and are proud of their school. They are socially adept and equipped with strong moral values.
- The rich curriculum provides stimulating experiences and learning opportunities. Pupils have a deep understanding of tolerance and equality, which lie at the heart of British values.
- The proprietor offers strong support. He regularly visits the school to check on the impact of initiatives. He challenges staff to provide convincing evidence of improvements. He oversees effective safeguarding procedures and, together with senior staff, ensures that the independent standards are fully met.
- Overall, the progress pupils make in writing is not as strong as it is in mathematics. Improved teaching of mathematics in the secondary classes is not yet evident in key stage 2. A new tracking system to measure pupils' progress is not yet fully embedded.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Further improve outcomes for pupils by:
 - increasing opportunities for pupils to write at greater length across the curriculum
 - ensuring that the more effective strategies seen in mathematics teaching in Years 7 and 8 become evident in Years 4, 5 and 6
 - establishing and embedding the new tracking system which will give teachers an even deeper understanding of pupils' progress and areas of weakness.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor, headteacher and school leaders have a clear vision for the school and a strong ambition to make it outstanding. They have promoted a culture where teachers are reflective about their own practice and continually strive to improve.
- Procedures for monitoring the quality of teaching and learning are thorough. Leaders offer strong support through weekly meetings with all teaching staff. Professional development is a priority. Recently, staff have received training in mastery in mathematics, securing the emotional well-being of pupils and effective lesson planning.
- There are clear lines of accountability and staff are continually challenged through performance management targets. The support of leaders and high-quality professional development have resulted in improving teaching and outcomes for pupils. Staff morale is high. Many teachers and teaching assistants speak of their pride in the school and the quality of leadership.
- Leaders and staff are currently adopting a new progress tracking system which will enable teachers to measure the progress pupils make more accurately and closely than previously. This has yet to be embedded.
- All issues from the previous inspection have been addressed. For example, not only have weaker aspects of teaching been improved, but pupils now have a much stronger voice in the school.
- Development planning is comprehensive and based on a sound understanding of how best to improve the school. The school has successfully launched classes in key stage 3, with the oldest pupils now in Year 8. Development planning includes the ambition to soon offer full secondary education up to Year 11. Leaders are aware of the need to strengthen and further develop middle leadership as the school increases in size.
- The coordinator of the provision for pupils who have SEN and/or disabilities is knowledgeable and passionate about her role. Her records are well organised so she has careful oversight of the progress of all pupils on the SEN register. She has organised training sessions for other independent schools in the area.
- The curriculum has been completely reviewed as the school has moved into providing secondary education. Rigour and challenge are now greater in Years 5 and 6. Teachers are developing investigations in science and problem-solving in mathematics. The school offers a full religious education (Kodesh), as well as secular subjects. A key focus in the curriculum is to develop leadership skills and to prepare pupils for the next stage of their education. Pupils and their parents and carers praise the wide range of extra-curricular opportunities, including music, singing, craft, aerobics, dance, baking and homework clubs.
- As part of the personal, social, health education and citizenship programme, pupils learn about healthy lifestyles, relationships, financial management skills and career opportunities. These topics prepare pupils well for the future.
- It is the intention of leaders that, when full secondary education is provided, pupils will take up to eight GCSE examinations. The new secondary curriculum which is already in

place in Years 7 and 8 is preparing pupils well for key stage 4.

- Pupils' spiritual, moral, social and cultural development is outstanding. Pupils are reflective and have a strong moral code. They enjoy workshops to explore the law and justice. They understand and experience the importance of democracy. They have a strong sense of family history and of community. Pupils regularly work with children from a nearby special school and carry out projects within the local community. British values are at the forefront of the curriculum. The attitudes and skills taught prepare pupils very well for making a positive contribution to society in modern Britain.
- The school has a particularly positive relationship with parents, who are regularly consulted about matters in school. The response of parents to the Ofsted online questionnaire was overwhelmingly positive. Many parents chose to add comments. The most frequently used words and phrases were 'fantastic', 'exceptional', 'happy children' and 'staff work incredibly hard'. The views of most were summed up by one parent who wrote that the headteacher is 'a brilliant, responsible and talented leader'.

Governance

- Governance is effective.
- The proprietor oversees all aspects of the work of the school.
- The proprietor checks all policies, makes suggestions for improvement and holds all staff, including senior leaders, to account. He checks attendance and has recently sought ways of developing pupils' sense of responsibility and self-esteem.
- The proprietor regularly checks on the quality of teaching and learning through learning walks and observations. He provides feedback and areas for improvement to all staff. He ensures that the building is well maintained and safe and manages the school's finances well.
- Together with senior leaders, the proprietor ensures that the independent standards are met.

Safeguarding

- The arrangements for safeguarding are effective and fit for purpose.
- The school has a comprehensive and up-to-date child protection policy which takes account of all national guidance and all local authority guidance. The policy is the result of a collaboration between leaders, staff, parents and pupils.
- The school does not have a website but a paper copy of the policy is available to parents and others who may request it.
- The proprietor ensures that all staff are familiar with the contents of the most recent government guidance about keeping children safe. Regular training is provided at several times in the year. Staff are trained in safe recruitment procedures and many are qualified first aiders.
- An atmosphere of safeguarding pervades the school. Pupils, and their parents, are confident that they are in safe hands.

Quality of teaching, learning and assessment

Good

- Most teaching in the school results in pupils learning effectively. Teachers continually seek to improve their practice and share it with each other.
- Teachers have high expectations of what pupils can do and how they should behave. They often model expected outcomes and give clear explanations so that pupils know what they are to do and learn.
- Teachers use questioning effectively to extend learning and make pupils think. Together, they are developing a 'bank' of challenges to promote the progress of the most able pupils in all year groups. They are aware that, occasionally, work is pitched too much at the middle-ability pupils.
- Teachers demonstrate very good class control. Pupils respond instantly when requested to stop and listen.
- Teachers often make learning enjoyable and help pupils to use their imaginations. For example, a mathematics lesson in Year 4 appealed to pupils because they had carried out an extensive survey of the views of their friends before creating pie charts. Teachers engender an enthusiasm for learning. For example, a Year 3 group were still debating and discussing their learning as they were leaving the classroom at four o'clock.
- Teachers regularly check on progress and make sure that pupils understand before moving on to the next step.
- Teaching assistants are well trained and work in partnership with teachers to support individuals and groups. Sometimes they work with the most able pupils, as well as supporting those who have SEN and/or disabilities.
- Respectful, positive relationships underpin all learning. Pupils have very positive attitudes to learning. They work very well in pairs or in groups. They collaborate, cooperate and support each other, with no one pupil dominating or leaving others to do all the thinking.
- Pupils are trained effectively to take part in self-assessment and peer assessment.
- In secondary classes, pupils are making very strong progress in mathematics. Pupils are also making good progress in Years 5 and 6 in mathematics but, in other classes, there are fewer opportunities for pupils to learn how best to set out their calculations and show their working.
- Teachers are improving pupils' outcomes in reading by specifically targeting 'reading for inference', so that pupils deepen their understanding of the text.
- Progress is good in writing but not as good as it is in mathematics. Opportunities for pupils to write at length in a range of subjects, for example history and science, are limited.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are highly confident and show strong positive attitudes to learning. Pupils learn to speak for themselves. They are encouraged from the earliest years to express opinions and make choices.
- Pupils are taught how to work together effectively. Debate is built into some activities for older pupils to refine these skills.
- Pupils are very happy and safe in the school. They feel consulted, valued and cared for well. The school places great emphasis on the importance of emotional well-being. Leaders have done much to ensure that there is little or no bullying and pupils confirm that this is true.
- The school actively promotes all aspects of the welfare of pupils, who, in turn, understand how to keep themselves safe. They trust staff to take care of them and are taught how to manage risk in different situations. Through the curriculum, they learn about keeping healthy, safe choices, emotional and mental well-being and healthy relationships. Pupils understand about avoiding abuse, exploitation and the potential risks when using modern technology.
- A school counsellor offers sessions to groups and to individual pupils who may need support. Pupils are encouraged to reflect on their actions, develop empathy for others and discuss a range of situations, with the aim of developing a healthy mindset and resilience.
- Pupils across the school recognise that many different people from different cultures and with many different religious views make up the world we live in and that all should be treated with tolerance and equality. They display compassion for those who are less fortunate and demonstrate real concern for the needs and feelings of others.
- By the time pupils enter key stage 3, they have acquired a poise that comes from self-confidence built on exposure to a wide range of successful learning opportunities. As a result, pupils in the secondary classes take pride in their work and their appearance. They are self-motivated, confident and keen to succeed.

Behaviour

- The behaviour of pupils is outstanding.
- Behaviour across the school and in lessons is exemplary. Good manners and a positive attitude support a cohesive and happy learning environment.
- Pupils' conduct during the day is impeccable. No misbehaviour or low-level disruption of lessons were seen during the inspection. Staff and pupils indicate that this is the norm. Behaviour records show that very few incidents of poor behaviour have been recorded for more than three years.
- Attendance is high. No pupils are persistently absent.
- Pupils respect the school. They keep it tidy, help to clear up after lessons and help to keep the school free from litter.

Outcomes for pupils

Good

- The school's performance information and work seen in pupils' books and in lessons show that pupils make good progress in reading, writing and mathematics throughout the school.
- In 2017, pupils in Year 6 achieved above-average standards in mathematics, reading, spelling and grammar in the national assessment tests. This represents good progress from mainly average starting points. Pupils in Year 2 did similarly well.
- Across the school, pupils are well motivated and keen to succeed. Evidence from the analysis of pupils' books shows that pupils work at a good pace, take pride in the presentation of their work and respond to any requests and comments from teachers when their work is marked.
- Outcomes in phonics were above average in 2016 but dropped in 2017 to just below average. As a result, teachers have reviewed the way in which phonics is taught and are starting the teaching of phonics much earlier in the Nursery classes. Current tracking information shows a return to the previous good progress pupils were making.
- Work in Years 1 and 2 books indicates that pupils make good progress in phonics, handwriting, spelling and grammar.
- Pupils are gaining a deeper understanding in mathematics. Pupils in Years 5 and 6 make good progress in problem-solving and explaining their strategies. The progress seen in pupils' mental mathematics work and in their practice test books is good. However, even stronger progress is seen in mathematics work in Years 7 and 8, where different strategies are used.
- The school has recently adopted a new strategy in the teaching of writing. Changes in how writing is taught have helped pupils to make better progress in writing and they are learning how to write in different styles. Currently, however, there are not enough opportunities for pupils to write at length in order to practise, consolidate and apply this skill in different contexts.
- The most able pupils are often given activities that stretch them. This is an area the school is constantly improving and developing.
- A well-planned programme, overseen by the SEN coordinator, ensures that pupils who have SEN and/or disabilities are making similar progress to others. Similarly, those who speak English as an additional language make good progress.

Early years provision

Good

- Children start in the Nursery Year with skills which are broadly typical for their age. Children make strong progress in all areas of learning because of good teaching and very warm and happy relationships with adults. In addition to secular work, children also learn Hebrew.
- Children work and play happily together. They quickly learn how to concentrate and listen to adults. The aim is to develop children's resilience and independence from a very early age.
- Activities are fun and are based on the children's own suggestions. For example, children have recently been learning about different occupations and wanted to know more about

the police, fire officers and pharmacies. Teachers have a weekly discussion with children about what they want to know more about, and build this into planning for the following week.

- The school uses specialist teachers for reading and phonics. Children start phonics work, in both English and Hebrew, not long after they join the Nursery Year. They make good progress in both. Leaders provide speech therapy sessions for any who need extra support.
- Adults regularly extend learning by questioning and challenging children with new ideas. They offer plenty of praise and encouragement, which build children's confidence and self-esteem. The progress made by children is recorded regularly in their learning profiles so all adults are aware of how children are learning and where they need more support.
- Children learn in spacious rooms decorated with stimulating displays. The outside learning area has recently been refurbished so all areas of learning are represented.
- Assessments moderated by the local authority show that children are achieving at least the expected skills in the prime areas of learning and, in some aspects, they are exceeding these by the time they enter Year 1. The weakest area is literacy and so leaders have taken the decision to begin phonics teaching earlier to address this. Overall, children are well prepared to enter Year 1.
- Children are kept safe. Adults are well trained, experienced and vigilant. All the necessary welfare requirements are met.
- Leadership is very strong. The new leader is passionately enthusiastic about continually improving the setting to make it outstanding. She has developed an effective partnership with parents, who are very involved with their children's learning. Parents are kept informed in weekly newsletters about what is happening in school so that they can extend the learning at home.

School details

Unique reference number	136143
DfE registration number	355/6039
Inspection number	10034032

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	Other independent school
School category	Independent school
Age range of pupils	3 to 13
Gender of pupils	Girls
Number of pupils on the school roll	308
Number of part-time pupils	0
Proprietor	Michoel De Vries
Chair	Michoel De Vries
Headteacher	Judith De Vries
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 792 9000
Website	Not applicable
Email address	newgirlsschool@gmail.com
Date of previous inspection	11–13 June 2014

Information about this school

- Tiferes is a day school for girls which serves the Orthodox Jewish communities of Prestwich and Salford. It is located in a large Victorian building that was originally built as a school in the centre of Lower Broughton.
- Since the previous inspection in 2014, the school has opened secondary classes and now includes pupils in Years 7 and 8. The proprietor and headteacher plan to extend the school further by providing full secondary education in a new building, which will be erected next door to the current school.
- The school does not use alternative provision.

- The school has grown rapidly from just five pupils in 2008 to the current 308 on roll.
- The school aims to provide an excellent education, guided by the principals of a true 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, social, cultural and physical development'.
- A small number of pupils speak English as an additional language and a small proportion have SEN and/or disabilities.

Information about this inspection

- Inspectors observed learning in all areas of the school across a range of subjects. Some of these observations were carried out jointly with senior leaders.
- Inspectors examined pupils' work in English, mathematics, history, science and arts subjects and listened to pupils in Year 6 read. They attended an assembly and observed pupils at breaks and lunchtimes.
- Inspectors scrutinised school records and policies, particularly those relating to pupils' progress, attainment and safeguarding.
- The inspectors held meetings with senior staff and pupils. It was not possible to meet the proprietor during the inspection, but the inspectors looked at documentary evidence of the impact of his involvement in school.
- Inspectors took account of the 70 responses to Parent View, the Ofsted online questionnaire.
- The inspectors gained the views of staff from discussions and from reading the 58 responses to the Ofsted staff questionnaire.

Inspection team

Judith Straw, lead inspector

Ofsted Inspector

Linda Griffiths

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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