

Tiferes

Grecian Street North, Broughton, Salford M7 2JR

Inspection dates

21 June 2018

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 2, 3 and 4

- Leaders intend that the curriculum for pupils in Years 9 to 11 will continue the approaches established successfully for other pupils, including those already in key stage 2. Pupils will receive teaching in kodesh (religious) and chol (secular) subjects. The kodesh curriculum will continue pupils' study of aspects such as the Torah and other parts of the Jewish Bible, prayer, and Jewish history and law. Leaders have planned chol learning by first considering what they expect pupils to achieve by the end of Year 11 and then by establishing in detail what the school needs to offer to ensure that this happens. Pupils in Year 9 will embark on GCSE study in mathematics and science in three-year programmes together with art, computing and textiles over two years. They will continue their key stage 3 study of English, citizenship, geography and history in Year 9 with the intention of starting GCSE courses in English and one other subject in Year 10.
- Some teaching will be provided by existing staff and other teaching by the appointment of staff with subject-specific skills. The school plans to identify clear responsibilities for the leadership of different secular subjects, but this arrangement has not yet been put in place. Leaders are working with a suitably experienced member of the local Jewish community to provide advice about ways to ensure that the curriculum and teaching provided for pupils in Years 9 to 11 are effective.
- The teaching of pupils in key stage 3 observed during this inspection and the work in pupils' books indicate that overall teaching of secondary-age pupils is effective. Pupils are highly engaged in their learning and behave very well indeed. Teachers and pupils understand the school's high expectations and ensure that they work hard to achieve these.
- Leaders are aware of the different needs and challenges that older pupils may face. They have a long-term view of pupils' futures; for example, they are already considering how to support pupils whose aspiration is to go to university. Careers education is part of the personal, social and health education programme provided.

This includes the use of an external, online system to ensure that pupils encounter an independent view of their options for the future.

- Assessment is built into kodesh and chol teaching and learning. Leaders' approach of considering the overall achievement of pupils up to Year 11 means that the final assessment requirements for GCSE have been considered from the start.
- The systems for tracking how well pupils are learning in secular subjects focus more on generic skills rather than subject-specific detail. Leaders intend that aspects such as this will be developed further as more staff with particular subject expertise are appointed.
- The school is likely to meet these standards in relation to any pupils in Year 9.

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

Paragraph 5

- Staff successfully ensure that the school is positive and happy, in line with the proprietor's expectations. The school's faith ethos provides a secure background for pupils' wider development. This ethos is characterised by clear respect for other people, whether they are of the Jewish faith or not.
- The kodesh curriculum for the year groups already included in the school provides frequent opportunities for the spiritual, moral, social and cultural development of pupils. Leaders intend that the established approaches should continue for any pupils in Years 9 to 11.
- Leaders seek opportunities to give pupils a broad view of the world in a way that is consistent with the schools' ethos. For example, they use assemblies to link religious teaching to current affairs. This helps pupils to develop an increasingly deep view of matters such as conflict between countries, and other faiths.
- In line with orthodox Jewish approaches, the school is cautious about discussing personal matters, such as sexuality, in general teaching. However, there are well-established systems for pupils who have questions or concerns to raise these with adults. In addition, pupils' daily experience includes people with different protected characteristics who live their lives in different ways from the Jewish community's usual experience. Pupils are taught to demonstrate the same respect for all.
- The school is likely to meet these standards in relation to any pupils in Year 9.

Part 3. Welfare, health and safety of pupils

Paragraph 7

- Leaders ensure that the school's approach to safeguarding is effective. The safeguarding and child protection policy is thorough. Leaders have already updated it to take account to the changes in the government's statutory guidance, which take effect in September 2018.
- The school does not have a website. However, the safeguarding and child protection policy is readily available from the school on request. Parents and carers are provided

with clear information about how to obtain a copy of this, and other documents.

Paragraph 11, 12 and 16

- Leaders ensure that risk assessment is built into the school's routines. There are regular checks for potential risks in the buildings, including reviews of the provision for pupils in key stage 3. These checks allow staff to identify any defects quickly and rectify them. An independent member of staff checks the completion of any such maintenance issues before these are signed off. The school's risk assessments also cover the risk of fire or other emergencies. An appropriately qualified person checks the school's fire safety equipment annually. The whole school takes part in regular fire safety drills. There are clear fire safety notices around the school.

Paragraph 14

- Pupils are well supervised in and out of lessons. Leaders have put in place suitable plans to ensure that there is sufficient additional staffing to extend this supervision to any pupils in Year 9.
- The school is likely to meet these standards in relation to any pupils in Year 9.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 17, 18, 19, 20 and 21

- Senior leaders are keenly aware of the checks that are needed to ensure that staff in the school are suitable to work with pupils. These checks are organised systematically and recorded on a computer spreadsheet. These records are detailed and complete. Leaders have set up separate records for staff working with pupils in key stages 1 and 2, and key stage 3, to increase confidentiality.
- The school currently does not use supply teachers or intend to do so in the future. However, leaders are aware of the requirements for checking such staff should this situation change.
- The school is likely to meet these standards in relation to all staff appointed, including any who will teach pupils in Year 9.

Part 5. Premises of and accommodation at schools

Paragraph 22, 23, 24, 25, 26, 27, 28, 29, 30 and 31

- Leaders have identified a suitable classroom in the main school building to accommodate a key stage 3 class in Year 7 or Year 8. This will free a classroom in the modular building used for secondary education for a Year 9 class. Leaders intend that this arrangement should last for a maximum of one term, until the modular building can be extended. This work has already been commissioned, as has a building housing additional toilet and shower provision for use by pupils in key stage 3. When this facility is completed, the current key stage 3 toilets will return to their original use by pupils in key stages 1 and 2.
- In the slightly longer term, the planned extension of the buildings for secondary pupils will provide an additional classroom close to, but separate from, the main school

building.

- At the same time, there are plans to enhance the main building by extending these buildings to provide a hall, and additional classrooms for pupils in key stages 1 and 2. The hall will also provide an additional, indoor space for physical education. The school is currently seeking quotations from contractors for the completion of this work. However, it is not necessary for the new hall extension to be completed before there is enough space for any pupils in Year 9.
- Leaders have ensured that financial arrangements are in place to ensure that the improvements to the buildings, once started, can continue.
- In the longer term, plans for the development of the buildings include provision of 10 classrooms in the modular building to accommodate two classes in each of years 7 to 11. The planning for this phase of the school's development is at an earlier stage.
- The accommodation available in the main and modular buildings is suitable for use for teaching. The rooms are well lit and allow for pupils and teachers to hear what each other is saying. Classrooms are equipped with white boards and furnished appropriately. External lighting is provided to allow people to have safe access when it is dark.
- Any pupils in Year 9 will use the existing toilet facilities for key stage 3 pupils until the new toilet block is in place. The existing facilities are suitable for this purpose. All pupils have access to the medical room in the main building. All these rooms have the proper supplies of hot and cold running water needed for good hygiene.
- The school is likely to meet these standards in relation to any pupils in Year 9.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- Leaders have taken a systematic approach to planning the future growth of the school for the short-term and the long-term. They have prepared sensible action plans which cover the curriculum and staffing as well as the changes to the buildings. The plans set out staged actions to be taken together with details about the expected timescales. In addition, the plans are clear about how leaders will check the actions have been completed successfully. The stages already due to have been completed have been achieved. Part of the success of this planning so far is the way that leaders regularly consider the plan's progress and are then willing to make adjustments to ensure that it remains within its overall timescale.
- Leaders have ensured that they seek professional advice about the building designs, planning and building regulations as these affect the proposed extensions. In addition, leaders have enlisted the support of parents with relevant experience to help them.
- Leaders are fully aware of the independent school standards (ISS). They have ensured that the proposed changes have been planned in a way that means that ISS continue to be met.
- Inspection evidence confirms that the school is likely to meet the ISS considered in relation to any pupils in Year 9. However, the staging of development means that sufficient evidence about the likely suitability of the planned provision for pupils in

Years 10 and 11 is not yet available.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	136143
DfE registration number	355/6039
Inspection number	10055129

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Orthodox Jewish faith school
School status	Independent school
Proprietor	Mr Michoel De Vries
Headteacher	Mrs Judith De Vries
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 7929000
Website	None
Email address	newgirlsschool@gmail.com
Date of previous standard inspection	10–12 January 2018

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	3 to 13	3 to 16	3 to 14
Number of pupils on the school roll	308	550	400

Leaders have arranged to extend the school's modular buildings within the first term of next school year. This is to provide additional space for a Year 9 class in the part of the school used for secondary-aged pupils. Leaders have contingency plans to provide an extra classroom in the main school building until the extension to the modular buildings is complete. Leaders have plans to extend further the modular buildings to accommodate up to two classes of pupils in each of Years 7 to 11. However, these plans are at an earlier stage than for the Year 9 provision to start next school year. Definite arrangements to provide accommodation for Years 10 and 11 have not been secured.

In addition, while leaders have completed detailed planning of the curriculum for pupils in Years 10 and 11, arrangements have not yet been made to appoint staff with the subject-specific leadership and teaching skills needed to support the school's intended full range of GCSE subjects.

The phasing of the school's development means that, while all arrangements are suitable for the additional Year 9 class needed for next school year, the longer-term development needed for pupils in older secondary years is still at an earlier stage.

Pupils

	School's current position	School's proposal
Gender of pupils	Girls	Girls
Number of full-time pupils of compulsory school age	272	500
Number of part-time pupils	10	Not known
Number of pupils with special educational needs and/or disabilities	12	Not known
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	3	Not known
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	3	Not known

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	42	50
Number of part-time teaching staff	48	Not known
Number of staff in the welfare provision	0	0

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.
- The proprietor and headteacher plan to extend the school by providing secondary education, eventually for Years 7 to 11, in a new building. This is being erected in stages next door to the current school. In addition, leaders have plans to extend the main school building by providing an additional hall and physical education space and further classroom accommodation for primary-aged pupils.
- The school does not use alternative provision.
- The school has grown rapidly from just five pupils in 2008 to the current 308 on roll. This growth is expected to continue, eventually with up to two classes in each of the school's year groups up to Year 11.
- 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 special educational needs and/or disabilities.

Information about this inspection

- This inspection was commissioned in relation to the school's request to change its age range from three to 13 years to three to 16 years to allow it to admit pupils in Years 9, 10 and 11. In order to accommodate pupils in these additional year groups, the school requested a change to its registered capacity from 350 to 550 pupils.
- The inspection was the first material change inspection concerning these proposed changes.
- The regulatory authority required the inspection to consider the following parts of the independent school standards:
 - Part 1. Quality of education provided, paragraphs 2, 3 and 4
 - Part 2. Spiritual, moral, social and cultural development of pupils, paragraph 5
 - Part 3. Welfare, health and safety of pupils, paragraphs 7, 11, 12, 14 and 16
 - Part 4. Suitability of staff, supply staff, and proprietors, paragraphs 17, 18, 19, 20 and 21
 - Part 5. Premises of and accommodation at schools, paragraphs 22, 23, 24, 25, 26, 27, 28, 29, 30 and 31
 - Part 8. Quality of leadership in and management of schools, paragraph 34
- Inspectors held meetings with the proprietor, headteacher, deputy headteacher, head of chel and head of key stage 3. An inspector discussed the planned changes to the school buildings and toured the school, accompanied by the deputy headteacher and two parents who are directly involved in this development. An inspector met with senior leaders and a consultant who is providing advice to leaders about the school's work with secondary-age pupils.
- Inspectors scrutinised school policies and other documents including those relating to safeguarding, and the planned curriculum and schemes of work for pupils in Years 9 to 11.
- Inspectors observed teaching and learning in Year 7 and Year 8 classes and an inspector scrutinised a sample of Year 8 pupils' written work.

Inspection team

David Selby, lead inspector

Her Majesty's Inspector

Linda Griffiths

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk
© Crown copyright 2018