

# Tiferes

Grecian Street North, Broughton, Salford M7 2JR

**Inspection date**

3 July 2019

**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

*Paragraphs 2, 3 and 4*

- Leaders have given much thought to the knowledge that pupils will learn. Leaders have used the national curriculum as the basis for their plans. A policy statement outlines the aim of the chol (secular) curriculum for pupils in Years 10 and 11. Additionally, there are separate policy statements that set out the approach in each subject. Detailed written plans set out exactly what pupils will learn in each subject in Years 10 and 11. Schemes of work encourage progression in developing knowledge. The subjects planned include English, mathematics, science, art, citizenship, history, information technology, personal, social and health (PSH) education and physical education (PE). These subjects will ensure that the pupils' curriculum has enough breadth to give them experience of the aspects identified in the independent school standards.
- Where relevant, the subject plans link to materials provided by GCSE examination boards. For example, in science, topics are covered stage by stage. There are links to suitable text books and online resources, so that the examination board's specification is covered. The subject plans are comprehensive. They have enough detail to give teachers the framework that they need to support effective learning and preparation for GCSE courses.
- Pupils will continue their studies in the kodesh (religious) curriculum. This will include study of the Torah and other parts of the Jewish Bible, prayer, and Jewish history and law.
- Senior leaders plan to extend the teaching hours of existing staff to teach the additional classes. Leaders have identified a gap in the teaching of English for Years 10 and 11 and have recruited a specialist in English for the leadership of this subject.
- Subject leaders take responsibility for the development of their subjects. They all use subject action plans to guide their work. Each subject action plan links coherently with the overall school improvement plan. Subject leaders have an oversight of curriculum

structure and teaching in their departments. In this way, senior leaders know that their plans for the development of the curriculum are implemented into classroom teaching.

- Pupils observed in Years 7, 8 and 9 show enthusiasm for their learning. Pupils are very well behaved. They are confident to ask the teacher questions to aid their learning. This was exemplified in a mathematics lesson, where pupils asked the teacher questions about indices until they understood the properties more deeply. Teaching encouraged pupils to work logically to increase their knowledge of the topic. Work in pupils' books shows that they learn well, and that overall, teaching is effective.
- Leaders are very ambitious for their pupils and plan activities that support their growing needs. For example, in PHS education, pupils are taught how to plan their finances.
- Assessment is appropriate and is built into the chol and kodesh schemes of work. Pupils' performance is reviewed on a regular basis. This ensures that any necessary changes to curriculum delivery are planned and carried out in a timely fashion. Leaders plan to continue this approach in Years 10 and 11.
- Careers education is part of the PSH education programme. Each pupil meets with the external adviser to discuss the different courses available. An online system gives pupils an independent view of their options for the future.
- The school is likely to meet these standards in relation to any pupils in Years 10 and 11.

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

### *Paragraph 5*

- The proprietor's and headteacher's vision for the school is for pupils to be happy and achieve well. Staff achieve this vision successfully. Pupils are welcoming. They greet visitors with smiles and are willing to chat about their day. The school's Jewish faith ethos supports pupils to develop an understanding of other faiths and cultures. It is underpinned by clear respect for other people, whether they are of the Jewish faith or not.
- The kodesh curriculum for all year groups provides frequent opportunities for the spiritual, moral, social and cultural development of pupils. Pupils develop character and strong values of respect for themselves, others and the world around them. This includes an understanding and respect for a variety of family structures. Leaders intend that the established approaches should continue for any pupils in Years 10 and 11.
- The school is likely to meet these standards in relation to any pupils in Years 10 and 11.

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

### *Paragraph 7*

- Leaders take the safety of pupils very seriously. The comprehensive safeguarding policy takes full account of the current legislation and guidelines. Leaders already have plans to review this policy when new safeguarding guidance is published later this year. The policy is supported by a variety of associated policies. This means that staff receive clear guidance about how to keep pupils safe. Staff know what action to take if they are worried about any pupil.
- The school does not have a website. The safeguarding policy and associated policies are readily available from the school office if parents and carers request a copy.
- Leaders keep staff up to date with safeguarding issues through regular briefings.
- Thorough recruitment processes make sure that those staff who are employed are checked properly before being offered a position at the school.

### *Paragraphs 11, 12, 14 and 16*

- The school has enough classrooms and shared areas for the planned increase in the numbers and ages of pupils.
- A suitable health and safety policy complies with all relevant requirements. Regular checks on the building, inside and outside, identify any potential risks and enable maintenance staff to remedy them quickly. Once completed, an independent member of staff checks the work and signs it off. This means that there is an ongoing process for maintenance, so that the building is safe.
- Leaders complete annual fire risk assessments. They ensure that the school's fire safety equipment is in good working order. Fire safety notices are displayed around the school, including in all the classrooms in the modular building. Fire safety drills are conducted regularly to make sure that staff and pupils know what to do in the event of an emergency evacuation.
- Pupils are properly supervised in lessons and outside on the playground. Breaktime is at different times, so that primary pupils go outside separately from secondary pupils. This means that there is enough space for pupils' recreation. There is ample playground space to accommodate the extra number of pupils. Leaders plan to deploy existing staff to supervise the additional pupils in Years 10 and 11.
- Leaders take pupils' safety seriously. A written risk assessment policy underpins the thorough risk assessments completed for all activities.
- The school is likely to meet these standards in relation to any pupils in Years 10 and 11.

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

### *Paragraphs 17, 18, 19, 20 and 21*

- Senior leaders know which checks are necessary to ensure that only those staff suitable to work with pupils are employed. The checks are detailed, organised systematically and recorded on a computer spreadsheet.

- Leaders do not currently make use of supply teachers. However, leaders know the requirements for checking such staff prior to them working at the school.
- The school is likely to meet these standards in relation to all staff appointed, including any who will teach pupils in Years 10 and 11.

## Part 5. Premises of and accommodation at schools

### *Paragraphs 22, 23, 24, 25, 26, 27, 28, 29, 30 and 31*

- The modular building has been extended to provide five classrooms, with several smaller teaching spaces. This accommodation is suitable for the planned increase in the number and ages of pupils.
- Each classroom is bright, airy and furnished suitably. Classrooms are equipped with whiteboards and a variety of other necessary equipment. Teachers and pupils can hear what each other are saying comfortably.
- The modular buildings are equipped with an appropriate number of toilets. These have the right supplies of hot and cold running water to ensure good hygiene routines. There is a clean, tiled shower with hot and cold water for pupils to use after physical activities. Pupils have access to the medical room. This is in the main building, but near enough for any pupil if they are unwell. The medical room has a bed, pillow and cover. It is near to a toilet with hot and cold running water. There is a first-aid box readily available if it is needed.
- External lighting is provided to allow people to have safe access when it is dark.
- The surface immediately outside the modular building is covered with rough wood bark. This does not cause a risk currently. Leaders have plans to resurface this area and the playground area. They have applied for a grant to aid the work.
- The school is likely to meet these standards in relation to any pupils in Years 10 and 11.

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

### *Paragraph 34*

- Leaders are committed to providing a high-quality school for pupils from early years through to Year 11. The proprietor and leaders have a long-term view of how this can be achieved. They are implementing staged plans to ensure success.
- Leaders know the strengths of the school and the action needed to improve it further.
- Action plans outlining the amendments to the premises and accommodation, and to the curriculum, are detailed and well thought out. Leaders are secure in how the plans will be financed.
- 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 the ISS continue to be met.
- Inspection evidence confirms that the school is likely to meet the ISS considered in

relation to the requested material change.

## **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	10112344

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 Michael De Vries
Headteacher	Mrs Judith De Vries
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 792 9000
Website	None
Email address	<a href="mailto:administrationdept@tiferes.co.uk">administrationdept@tiferes.co.uk</a>
Date of previous standard inspection	21 June 2018

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	3 to 14	3 to 16	3 to 16
Number of pupils on the school roll	356	550	550

## Pupils

	School's current position	School's proposal
Gender of pupils	Girls	Girls
Number of full-time pupils of compulsory school age	356	550

Number of part-time pupils	0	Not known
Number of pupils with special educational needs and/or disabilities	47	Not known
Of which, number of pupils with an education, health and care plan	3	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	3	Not known

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	22	Not known
Number of part-time teaching staff	102	Not known

## Information about this school

- Tiferes is a day school for girls. It serves the Orthodox Jewish communities of Prestwich and Salford. It is in a large Victorian building in the centre of Lower Broughton, which was originally built as a school.
- Currently, there are 356 pupils on roll, aged three to 14 years.
- The proprietor and headteacher have increased the capacity of the modular building to provide secondary education for pupils in Years 10 to 11. Currently, the modular building is used for Years 7 to 9.
- The school does not use alternative provision.
- The school aims to provide an excellent education, guided by the principles 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. There is a small



proportion of pupils with 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 14 years, to three to 16 years, to allow it to admit pupils in Years 10 and 11. To accommodate pupils in these additional year groups, the school requested a change to its registered capacity from 400 to 550 pupils.
- The inspection was the second 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.
- I held meetings with the proprietor, headteacher, deputy headteacher and head of key stage 3, to discuss the changes to the school buildings and the curriculum since the previous inspection. I toured the school accompanied by the headteacher and deputy headteacher.
- I scrutinised school policies and other documents, including those relating to safeguarding, the planned curriculum and schemes of work for pupils in Years 10 and 11.
- I observed teaching and learning in Years 7, 8 and 9. I scrutinised a small sample of pupils' workbooks in mathematics, writing, geography and history from Year 8 and Year 9.

## Inspection team

Eileen Mulgrew, lead inspector

Her Majesty's Inspector

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