

Inspection of Tiferes High School

The Community Centre, 18 Raleigh Close, Hendon, London NW4 2TA

Inspection dates: 9 to 11 November 2021

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils enjoy coming to this school. They are enthusiastic about their learning and like spending time with their friends. In lessons, pupils ask and respond to teachers' questions. They enjoy discussing their work.

Teachers expect pupils to behave well. Clear routines support pupils to manage their own behaviour well. There is very little low-level disruption in lessons. This means that pupils can focus on their learning. Around the school, pupils are polite and respectful to each other and to staff.

Leaders have high expectations for most pupils. However, some pupils do not study the full range of subjects on offer in Years 10 and 11.

Pupils said that the school is a caring community. They trust their teachers and are happy to speak to them if they have concerns. Pupils in Year 7 have settled into school quickly. They have enjoyed celebrating several festivals since the start of this term. Bullying is not an issue in this school. Pupils said that it very rarely happens. If it did, they would tell a teacher and pupils trust that it would be resolved.

What does the school do well and what does it need to do better?

Leaders make sure that pupils study a range of subjects in school from Year 7 to Year 11. These subjects are well planned. Teachers consider how to plan the subject content so that pupils build their knowledge step by step over time. Teachers regularly check whether pupils can remember the key facts they need to know for future learning. If teachers identify gaps in pupils' knowledge, they adapt their plans to put it right. As a result, pupils know and remember more.

Some pupils do not study the full curriculum. For example, some do not study English literature at GCSE and spend additional time learning English language. Other pupils miss one computing lesson a week to focus on science. This means that leaders do not have the same ambition for all pupils.

Pupils arrive at lessons ready to learn. The school behaviour policy is applied consistently and pupils know the consequences of their behaviour. They are keen to behave well and earn 'credits'. Pupils' behaviour rarely disrupts learning. Exclusions from the classroom do not happen often. Leaders record pupils' attendance to school. They call parents and carers when pupils are absent. However, leaders do not routinely analyse this data. This means that patterns of absence may be missed.

Leaders check pupils' prior learning when they first arrive at the school. Leaders support teachers to meet the individual needs of the pupils. They may receive support in class from an extra adult, or they may receive adapted resources. Some pupils in science receive support before lessons so that they are prepared for the next steps in their learning.

Through kodesh (religious) and chol (secular) lessons, leaders make sure that pupils are taught about their own religion as well as other world religions. They learn about how to be independent and the difference between right and wrong. Pupils are taught about public institutions in Britain, for example the police and the judiciary. Prior to COVID-19, pupils regularly visited Parliament and Buckingham Palace. Pupils also receive suitable, impartial careers information, advice and guidance from an external provider.

The personal, social, health and economic education (PSHE) programme teaches pupils to appreciate people from other religions, cultures and faiths. However, leaders do not provide sufficient information about some groups of people, for example those who identify as lesbian, gay, bisexual or trans (LGBT) in their programme for relationships education. This limits pupils' preparation for life in modern Britain.

The school is housed in an old building that the school does not own. The owners of the building are responsible for its maintenance. While inspecting the school, the main boiler broke and there was no running hot water in the girls' toilets. Leaders must now wait for the owners to replace the boiler.

Leaders and the governors have a clear and shared vision for the school. The chair of governors knows the school well. He fulfils his duty to hold leaders to account for both educational and financial performance. However, leaders and governors have not ensured that all the independent school standards have been met consistently.

The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders understand their responsibility to keep pupils safe in school. Leaders keep their own training up to date and they make sure that staff receive appropriate training. Staff know how to report concerns they may have about pupils' well-being. They are also aware of local issues that may affect pupils.

Pupils feel safe in school. They know that they can speak to their teachers if they have any worries or problems. Pupils are taught how to keep themselves safe, for example on their journey to and from school.

What does the school need to do to improve?

(Information for the school and proprietor)

- Some pupils do not follow the same broad curriculum as others. Leaders are not as ambitious for this group of pupils as they are for other pupils. For example, some pupils do not study English Literature in Years 10 and 11. As a result, not all pupils receive the cultural capital needed to succeed in life in modern Britain.

Leaders should ensure that all pupils are provided with the same broad curriculum.

- Leaders have high expectations for behaviour and attendance. However, leaders' systems to analyse the data are not yet as developed as they could be, for example in the analysis of attendance of different groups of pupils. This can delay interventions to improve pupils' attendance and punctuality. Leaders should review and improve their systems in this area.
- Pupils do not learn about the protected characteristics of same-sex relationships and gender reassignment. The school's relationships and sex education programme does not pay regard to guidance because it does not include teaching about LGBT relationships. Leaders should ensure that pupils are more suitably prepared to appreciate the diversity of modern British society.
- Leaders have not ensured that all the independent school standards have been met. Leaders must ensure that all the independent school standards are consistently met.

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School details

Unique reference number	131403
DfE registration number	302/6110
Local authority	Barnet
Inspection number	10204276
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	123
Number of part-time pupils	0
Proprietor	Tiferes High School Ltd
Chair	David Hersh
Headteacher	Joel Rabinowitz
Annual fees (day pupils)	£6,000
Telephone number	020 8203 8618
Website	None
Email address	office@tifereshigh.com
Date of previous inspection	10 December 2020

Information about this school

- Tiferes High School is a secondary day school for girls of Orthodox Jewish faith.
- The school is based at The Community Centre, 18 Raleigh Close, Hendon, London NW4 2TA.
- Leaders do not use any alternative provision.
- The school's most recent inspection was a progress monitoring inspection in December 2020. Prior to this, there was a progress monitoring visit in September 2019. This followed the previous full standard inspection in June 2018.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the headteacher, deputy headteachers and the chair of governors.
- Inspectors did deep dives in these subjects: English, science, history and PSHE. Inspectors visited lessons, reviewed pupils' work, met with pupils to discuss their learning, and met with subject leaders and teachers. Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors checked the single central record of staff suitability and held meetings with the designated safeguarding lead and the chair of governors. Inspectors spoke with staff about their safeguarding training.
- Inspectors toured the premises and looked at a range of documentation to check the school's compliance with the independent school standards.
- Inspectors observed social times at break- and lunchtime.

Inspection team

Mark Smith, lead inspector

Her Majesty's Inspector

Alison Moore

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if—
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(2) For the purposes of paragraph (2)(1)(a), the matters are—
 - 2(2)(d) personal, social, health and economic education which—
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
 - 2A(1) The standard in this paragraph is met if the proprietor—
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
 - 5(b) ensures that principles are actively promoted which—
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;

Part 5. Premises of and accommodation at schools

- 28(1) The standard in this paragraph is met if the proprietor ensures that—
 - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently

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