

# Inspection of Talmud Torah Tiferes Shlomo

Danescroft Avenue, London NW4 2NB

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Inspection dates: 24 to 26 May 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Early years provision

**Good**

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

**No**

## **What is it like to attend this school?**

Pupils get off to a positive start here. In Nursery and Reception, staff plan children's learning carefully. Children enjoy what staff plan for them to develop their knowledge and skills.

Once children leave early years, the quality of education is poor. Leaders have low expectations of what pupils can achieve in the secular curriculum. Pupils do not learn a wide range of subjects. They spend most of the school day on their Jewish studies. This leaves little time for pupils to study the secular curriculum. Pupils have lessons in English and mathematics. They do not learn any other subjects in depth. There is no physical education (PE) planned or taught to pupils in Years 7 to 10.

Pupils like their school and value the friendships they have with each other. Pupils are kind and polite. They said that bullying does not happen. Staff are quick to sort out any disagreements that pupils may have. They encourage pupils to listen to both sides of an argument.

Pupils are safe. They know and follow the school's rules. Pupils behave well and the school is a calm environment. Collecting behaviour points in recognition for sensible conduct motivates pupils to behave well.

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

The curriculum is narrow and lacks ambition. Leaders have set aside limited time for pupils to study beyond the Jewish curriculum. Leaders ensure that pupils learn English and mathematics. These are the only secular subjects that pupils study in Years 7 to 10. Pupils in Year 10 study and take a GCSE examination in mathematics and English. If they want to study any other subject at GCSE, pupils must do this outside school.

Leaders have thought about what pupils should learn in each subject. This informs what pupils learn in English and mathematics. In other subjects, the planned curriculum is not delivered in the secondary phase. Leaders have only recently reintroduced history and science in the primary phase, and the rest of the planned curriculum is not delivered. Leaders have not thought about how to cover the planned subject content that pupils have missed out on. Pupils in the primary phase have little knowledge of secular subjects other than English and mathematics.

Teachers check pupils' understanding in English and mathematics regularly. They use external specialists to analyse and identify gaps in pupils' knowledge and skills. However, with the exception of phonics, staff in the primary and secondary phases do not routinely use this information to plan or adjust what they teach. They continue working through the programmes of learning, leaving pupils with gaps or misunderstandings that hinder pupils' achievement.

Leaders do not build on the strong foundations of early years. Here, staff break down children's learning into small steps. They deepen children's understanding through carefully planned activities. For example, children in Reception extended their learning from Nursery about two-dimensional shapes. They talked about specific shapes and used them to make a picture. Staff develop children's spoken and written English. They explain new words and put them into context. For example, children writing about the Platinum Jubilee used words such as 'reign' correctly.

Leaders prioritise reading across the primary phase, starting in Nursery. Staff are well trained in phonics and follow a structured programme to help children learn to read. Children read books that closely match the sounds they know. Staff give extra help to those who struggle with reading, including in Year 2 and beyond. This helps pupils to become fluent readers quickly. Staff encourage pupils, particularly in the primary phase, to read regularly. Pupils like reading. Some said that they hoped the school's library will reopen.

Leaders identify pupils with special educational needs and/or disabilities accurately. They ensure that these pupils have appropriate support. This includes extra help with mathematics and English. Leaders bring in specialist support to meet pupils' individual needs. Leaders have written a suitable accessibility plan.

Leaders do not offer regular extra-curricular activities. Pupils have limited opportunities to explore their interests and talents aside from the termly 'activity week'. Leaders organise educational visits to deepen pupils' learning, for example to local museums. Pupils in Years 4 to 6 like voting in their classmates for the student council each term. Pupils understand the importance of behaving well around the school and in class so that learning the curriculum is not interrupted.

Pupils in Years 7 to 10 do not receive high-quality careers guidance. The guidance they receive is unplanned before it happens and is not part of a structured programme. Pupils are not told about the range options available to them after Year 10. Some pupils have stereotypical views about the jobs that women can do.

Leaders do not give pupils enough opportunities to appreciate and learn about other cultures and religions that are different from their own. Pupils are taught to respect differences and that everyone is equal. However, they are not taught about the differences that people may have. The programme for personal, social, health and economic education (PSHE) does not include all the protected characteristics. The school's policy and programme for relationships and sex education (RSE) are not in line with statutory guidance. Leaders have decided not to cover aspects of relationships education in Years 7 to 10.

Leaders have not ensured that all the independent school standards (the standards) are met consistently. The proprietor and governors do not monitor the school's effectiveness with any rigour. Leaders have not addressed some of the weaknesses identified at the previous inspection.

Staff morale is high. Staff value being part of the school community and feel well supported by leaders. They gave examples of how leaders are considerate of workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know and follow the school's procedures for reporting concerns about pupils. Leaders follow up on any concerns appropriately. They work with external agencies as necessary, such as the local children's services. The safeguarding policy is available to parents and carers on request.

Staff know their pupils well. They encourage pupils to follow 'three rules' if they ever feel unsafe or uncomfortable: pupils are taught to say no, run away and tell an adult. Pupils feel confident to talk to staff in school if they have any worries.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- The curriculum is narrow. Leaders do not ensure that pupils in Years 1 to 10 learn a broad range of subjects in the secular curriculum. Pupils study only mathematics and English in any depth. Pupils in Years 7 to 10 do not do PE. Leaders should ensure that all pupils have the opportunity to study in depth a wide range of subjects of comparable breadth and ambition as the national curriculum.
- Leaders do not have high expectations of pupils. This is particularly evident in the secondary phase. Pupils in Year 10 are entered only for English and mathematics at GCSE. Leaders should raise their ambition for what pupils can achieve. They should design and implement a curriculum that prepares pupils well for future training, employment or education.
- Leaders do not consider how the curriculum develops pupils' knowledge and skills from early years to key stage 1 and beyond. They do not ensure that pupils build on the strong foundations of learning that children receive in early years. Leaders should ensure that the curriculum is well planned and sequenced from key stage 1 through to key stage 4 to build up pupils' cumulative knowledge and skills effectively.
- Teachers do not use information from assessments to inform future teaching. They do not address misconceptions and gaps in pupils' knowledge effectively. Leaders should ensure that the assessment system is used purposefully.
- Pupils in the secondary phase do not receive impartial or well-planned careers guidance. They do not receive information to enable them to make informed choices about their options after Year 10 and beyond. Leaders should ensure that pupils in Years 7 to 10 receive impartial and high-quality careers guidance.

- Leaders do not provide a wide range of extra-curricular activities. Pupils have limited opportunities to explore new interests or nurture their talents. Leaders should establish a full extra-curricular offer for pupils.
- Leaders have not ensured that pupils are prepared for life in modern Britain. They do not encourage pupils to learn about and explore the world beyond their community. Leaders should ensure that they encourage pupils to develop an understanding and appreciation of different backgrounds, cultures and religions.
- The policy and programme for RSE and PSHE do not follow statutory guidance. Pupils in Years 7 to 10 are not taught about all aspects of relationships education in PSHE. Leaders have not informed parents that they do not have the right to withdraw their children from this in the secondary phase. Leaders do not pay due regard to the protected characteristics. Leaders should ensure that the school's RSE and PSHE policy and programme cover all aspects of statutory guidance.
- Many of the standards that were met at the time of the previous inspection are now not met. The proprietor and governors do not monitor and evaluate with any rigour the effectiveness of their work to maintain the independent school standards. Leaders should ensure that the independent school standards are met consistently.

## How can I feed back my views?

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The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	131121
<b>DfE registration number</b>	302/6106
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10231406
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 15
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	291
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Shmuel Zalcborg
<b>Chair</b>	Naftali Ost
<b>Headteacher</b>	Chaim Weissman
<b>Annual fees (day pupils)</b>	£4,500
<b>Telephone number</b>	0208 458 1074
<b>Website</b>	None
<b>Email address</b>	office@ttts.org.uk
<b>Date of previous inspection</b>	11 to 13 February 2020

## Information about this school

- Talmud Torah Tiferes Shlomo School is an independent Orthodox Jewish school for boys. Pupils study Jewish religious studies (kodesh) for most of the school day. Pupils attend school from Sunday to Friday.
- The school is registered for pupils aged three to 15. Leaders are in breach of the school's maximum age of 15 registration agreement.
- The current headteacher took up post in September 2021. Leaders do not use any alternative provision for their pupils.

## 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 leaders, and have taken that into account in their evaluation of the school.
- This standard inspection was brought forward at the request of the Department for Education. This was due to concerns raised about the quality of education and pupils' welfare. The inspection was conducted without notice.
- Inspectors met with the headteacher, other senior leaders and leaders of aspects of the school's work. Inspectors met with four governors, including the chair of the governing body. The proprietor was not available to speak with inspectors.
- Inspectors met with a range of staff, including non-teaching staff.
- Inspectors carried out deep dives in early reading, mathematics, history and PSHE. For each deep dive, inspectors met with subject leaders and teachers, visited lessons if available, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also listened to pupils read and talked to leaders and pupils about other subjects.
- Inspectors reviewed a range of documentation, including school policies and procedures related to safeguarding and health and safety, behaviour and attendance records, risk assessments and other information provided by school leaders.
- Inspectors met with pupils from different year groups to discuss their work and to gather their views. Inspectors were requested not to ask pupils about aspects of RSE, specifically anything related to sexual relationships, sexual orientation and

gender identity. There is no evidence that pupils have an age-appropriate understanding of healthy relationships.

- Inspectors considered responses to Ofsted’s online survey for parents and responses to the online survey for staff. There were no responses to the online survey for pupils.

### **Inspection team**

Jude Wilson, lead inspector

Her Majesty’s Inspector

Samantha Ingram

Her Majesty’s 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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
  - 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)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
      - 2(2)(e)(i) is presented in an impartial manner;
      - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
      - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
    - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
    - 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,
  - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b).
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
  - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;

- 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- 3(f) utilises effectively classroom resources of a good quality, quantity and range;
- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

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

- The standard about the spiritual moral social and cultural development of pupils at the school is met if the proprietor–
  - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
  - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
  - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

## **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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