

Inspection of Tiferes

Grecian Street North, Broughton, Salford M7 2JR

Inspection dates: 22 to 24 November 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	Yes

What is it like to attend this school?

Pupils are proud to wear the Tiferes school uniform. They attend school regularly. Pupils form exceptionally strong bonds with their peers and with staff. They are highly respectful and play their part in maintaining the quiet order that pervades the school. Leaders and staff expect pupils, and children in early years, to behave exceptionally well. Pupils and children rise to these expectations. Their behaviour is exemplary.

Pupils feel happy and safe at school. They also feel valued and listened to. Pupils are confident that leaders and staff will resolve their concerns. Any incidents of bullying are dealt with immediately.

Pupils appreciate British values, including parliamentary democracy and the rule of law. They learn to be tolerant of those with different cultures and beliefs.

Staff expect all pupils, including those with special educational needs and/or disabilities (SEND), to achieve highly. Pupils love learning and are hardworking and resilient. As a result, they learn well in different areas of the curriculum. Children in early years learn exceptionally well.

Pupils initiate their own projects, including recycling campaigns, raising money for charities and volunteering their services in the community. Pupils enjoy educational visits and field trips, including to the Yorkshire Dales and North Wales.

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

In early years, leaders have ensured that the curriculum is exceptionally well designed to enable children to excel. Teachers and other adults deliver the content of the early years curriculum exceedingly well. Teachers check that children know and understand all that they should. As a result of a carefully crafted curriculum, children in early years are fully prepared for the demands of Year 1.

Across most subjects in key stages 1 and 2, leaders and the proprietor have developed a well-ordered curriculum that is implemented effectively by teachers. Typically, teachers deliver new subject content clearly. They also check how well pupils are learning. This enables teachers to adapt successfully the delivery of the curriculum content to address pupils' misconceptions. However, the curriculums for a small number of subjects in key stages 1 and 2 are in development. In these subjects, teachers are not implementing the curriculum consistently well. Owing to this, some pupils are not learning these subjects as deeply as they could.

Despite these minor weaknesses in the curriculum, typically, by the end of key stage 4, pupils achieve highly in different GCSE subjects. Added to this, in 2022, all pupils were successful in securing appropriate places in further education institutions.

Leaders prioritise reading. They ensure that teachers and teaching assistants get the guidance that they need to implement the phonics curriculum successfully. Early reading starts in Nursery, where children regularly practise sounding out letters and words. This helps to ensure that they are ready for learning phonics in the Reception classes. Pupils who find reading more difficult and who need additional help are well supported by experienced staff.

Most pupils read confidently and with good comprehension. Pupils enjoy reading comedy and adventure stories. However, some pupils have a limited knowledge of different authors, poets and playwrights. Consequently, their reading experience is not as broad as it could be.

Leaders quickly identify pupils with SEND. They make sure that teachers are fully aware of pupils' specific needs. This helps teachers to ensure that pupils are supported and can access the same curriculum as their peers. When necessary, leaders work with external partners to make certain that pupils get the specialist help that they need. As a result, pupils with SEND achieve well in different areas of the curriculum.

Pupils and children in early years behave exceptionally well. Pupils are astute. They are eager to participate in class and enjoy sharing their ideas. Children in early years listen carefully and follow instructions closely. Pupils' and children's conscientiousness helps to maintain calm during lessons, which are hardly ever disrupted by poor behaviour.

Leaders have created a highly ambitious personal development curriculum that systematically prepares pupils well for the opportunities, responsibilities and experiences of life in British society. Across the school, leaders help pupils to become conscientious and active citizens. They support pupils, and children in early years, to acquire the knowledge and skills that they need to become competent and valued members of the local community and beyond.

Leaders have also made sure that the statutory guidance on relationships and sex education and health education has been fully implemented. Pupils thrive in enrichment activities, such as in art and baking clubs. They know how to maintain a healthy diet and sustain their physical fitness. Pupils are highly enterprising: they plan different activities at school. They also learn how to manage budgets for parties and celebration events.

Leaders help pupils to make informed choices about their future. For example, professionals, including doctors, pharmacists, a magistrate and charity workers, visit the school to raise pupils' awareness of the qualifications and skills needed for different careers. Pupils also benefit from expertly planned work experience. All of these activities prepare pupils exceptionally well for a wide range of education, training and employment opportunities after they leave the school.

Staff enjoy working at the school. They describe leaders and the proprietor as being very supportive. Staff told inspectors that leaders are mindful of their well-being and

workload. Parents and carers are also positive. Typically, they said that their children 'thrive' in the nurturing and academic environment of the school.

The proprietor knows what the school needs to do to improve further. For example, recently, the proprietor successfully helped leaders to remodel the Nursery and Reception outdoor learning and play areas. Such interventions help to ensure that the school meets all the independent school standards and the statutory requirements of the early years foundation stage.

The proprietor and other leaders make certain that the school complies with schedule 10 of the Equality Act 2010. The proprietor ensures that the safeguarding policy is made available to parents and carers on request. The safeguarding policy takes appropriate account of the statutory guidance.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and the proprietor take all necessary precautions to ensure pupils' safety. Designated safeguarding leads are trained to a high standard. They make sure that staff are familiar with the government's latest guidance on keeping pupils safe in education. Leaders also regularly update staff on safety and welfare matters.

Staff know precisely what to do if they are concerned about a pupil's welfare or safety. They quickly pass on these concerns to leaders. If necessary, leaders work with external specialists to make sure that pupils get the help that they need in a timely manner. Pupils learn about safe and unsafe situations through different aspects of the curriculum.

What does the school need to do to improve?

(Information for the proprietor)

- In key stages 1 and 2, some areas of the curriculum are new or have recently been revised. In these areas, teachers are not implementing the curriculum as well as they could. Therefore, a few pupils develop occasional gaps in their learning. Leaders should work with teachers to make sure that the curriculum is implemented effectively. This will help to deepen pupils' understanding and consolidate their learning.
- The reading curriculum is not as rich and varied as it could be. This limits the opportunities that some pupils have to enjoy the work of different writers, including novelists and poets. To remedy this, leaders should broaden the reading curriculum further. This will enhance pupils' reading experience.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

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

School details

Unique reference number	136143
DfE registration number	355/6039
Local authority	Salford
Inspection number	10210347
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 16
Gender of pupils	Girls
Number of pupils on the school roll	391
Number of part-time pupils	0
Proprietor	Michoel De Vries
Headteacher	Judith De Vries
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 792 9000
Website	None
Email address	newgirlsschool@gmail.com
Date of previous inspection	10 to 12 January 2018

Information about this school

- Tiferes is a day school for girls that serves the Orthodox Jewish communities of Prestwich and Salford.
- The most recent standard inspection took place from 10 to 12 January 2018.
- The school had a material change inspection in June 2018, due to a request to increase the age range to include pupils in key stage 4. In July 2019, the school had a further material change inspection in order to admit pupils into Years 10 and 11.
- Since the previous inspection, the school has expanded. Leaders now provide education for pupils in Years 9, 10 and 11. The school now caters for children in the Nursery and Reception classes in early years, as well as pupils in key stages 1 to 4.
- The school is located at Grecian Street North, Broughton, Salford M7 2JR.
- Leaders do not make use of any alternative provision.

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 meets the independent school standards. These are the requirements set out in 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.
- Inspectors held meetings with the headteacher, the deputy headteacher and the early years leader. Inspectors discussed the provision for pupils with SEND. They also held discussions about attendance and behaviour and the opportunities for pupils' wider personal development.
- The lead inspector held a telephone conversation with the proprietor.
- Inspectors carried out deep dives in early reading, mathematics, geography and art. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors spoke with leaders about the curriculum in some other subjects. Inspectors also spoke with staff about their workload and well-being.

- The lead inspector considered the responses to Ofsted Parent View and the free-text comments from parents. He also considered responses to Ofsted’s staff and pupil surveys.
- Inspectors examined a range of policies and documents. They spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents. Inspectors talked with pupils about their safety and welfare. They scrutinised safeguarding information, including the school’s safeguarding policy

Inspection team

Lenford White, lead inspector

Ofsted Inspector

Phill Walmsley

Ofsted Inspector

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