

Talmud Torah Tiferes Shlomo

Danescroft Avenue, London NW4 2NB

Inspection dates

25 January 2023

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(2), 2(2)(a) and 2(2)(h)

- At the previous inspection in May 2022, the secular curriculum was too narrow. Pupils in Years 1 to 10 did not learn a broad range of subjects. In Years 7 to 10, leaders had no plans for teaching secular subjects other than English and mathematics.
- Leaders' action plan set out how leaders intended to broaden the secular curriculum, but the action points were too general and timescales too vague. The action plan stated that history, geography and science would be added to the curriculum from September 2022.
- This inspection found that there have been some small steps of progress. All pupils now receive teaching in science and humanities (history or geography, on rotation) for an hour each per week. The quality of the mathematics curriculum has improved.
- However, the school's curriculum policy is unhelpful. It contains inaccuracies, is missing important information, and is not up to date. Curriculum plans, though better in some subjects, are inconsistent or not in place. Pupils still do not experience a broad curriculum. Pupils of secondary age continue to receive no creative, technological or physical education. They still receive just 90 minutes of secular education each afternoon, Mondays to Thursdays. This is nowhere near enough.
- Leaders are not working quickly or ambitiously enough to broaden the secular curriculum so that pupils experience all the required areas of learning.
- These independent school standards ('the standards') remain not met.

Paragraphs 2(2), 2(2)(d), 2(2)(d)(ii), 5, 5(b) and 5(b)(vi)

- At the previous inspection, leaders did not ensure that the school's programme for personal, social, health and economic (PSHE) education paid due regard to the protected characteristics.
- Leaders did not specify how they would pay due regard to all the protected characteristics in their action plan.

- This inspection confirms that the school's approach to the protected characteristics remains unchanged. Leaders are clear that the school's religious ethos means that no regard is, or will be, paid to some of the protected characteristics.

- These standards remain not met.

Paragraphs 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)

- At the previous inspection, leaders had not provided secondary-aged pupils with impartial careers guidance, or information to enable them to make informed choices about their options after Year 10 and beyond.
- Leaders' action plan stated that an 'impartial careers guidance professional' would be invited to work with the school. There was no further detail on this, such as what the careers guidance would entail.
- This inspection found there to have been some planning conversations with an external careers adviser. There are also tentative plans for a careers event, where people from a range of careers and backgrounds will speak to pupils about their work. However, nothing has actually been put in place. There are no secure plans to introduce regular, accurate, up to date and impartial careers information, advice and guidance.
- This standard remains not met.

Paragraphs 2A(1), 2A(1)(d) and 2A(1)(e)

- At the previous inspection, inspectors found that the programme for relationships and sex education (RSE) did not follow statutory guidance. Pupils in Years 7 to 10 were not taught about all aspects of relationships education in PSHE education.
- The action plan lacked detail. It was unclear what plans leaders had to address the weaknesses found at the previous inspection.
- This inspection found that the RSE curriculum continues to not take full account of current statutory guidance for relationships education for secondary age pupils. Leaders continue to not ensure that the school's relationships education covers all the required content. By the time pupils leave the school at the end of Year 10 they have not been introduced at appropriate ages to concepts of being safe, including aspects such as sexual consent, and harassment or abuse. Leaders have not ensured that through relationships education, pupils have been taught about legal rights and responsibilities, particularly with reference to all the protected characteristics in an age appropriate way.
- 2A(1)(e) is now met, because leaders have written and made available the school's policy for RSE.
- 2A(1)(d) remains not met and 2A(1)(b) is therefore also not met.

Paragraphs 3, 3(a), 3(c), 3(d), 3(f) and 3(g)

- At the time of the previous inspection, these standards were not met because of weaknesses in the quality of education. Pupils had little knowledge of secular subjects other than English and mathematics. Teachers had limited time to teach planned subject content in the secular curriculum. They did not use information from assessment to plan or adjust what they taught. Pupils were left with gaps or misunderstandings in their learning, which hindered their achievement.

- Leaders' action plan outlined a range of actions, most of which were general, such as 'teachers will use prior attainment information to plan their lessons accordingly', with no detail to set out how leaders planned to complete this, or the training that they would provide to teachers. Timescales were mostly 'completed' or 'ongoing'.
- This inspection found that leaders are still not providing teachers of secular education with subject-specific training. However, the quality of secular education is gradually improving. There are new, suitable resources, including textbooks and reading books, in place for English, mathematics, humanities and science. Teachers have received some general training and support to ensure that they use ongoing assessment to inform their teaching, and pupils' next steps. However, such broad improvements need time to become fully implemented and embedded across the school.
- These standards remain not met.
- Almost all the standards checked in this part remain not met.

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

Paragraphs 2(2), 2(2)(i), 5, 5(b), 5(b)(iii) and 5(b)(v)

- At the previous inspection, inspectors found that leaders were not preparing pupils for life in modern Britain. The extra-curricular offer was too limited. Leaders were not encouraging pupils to learn about and explore the world beyond their community. Leaders did not give pupils enough opportunities to appreciate and learn about cultures and religions that are different from their own.
- Most of the proposed actions in leaders' action plan were too general, with unrealistic timescales. For example, leaders intended to promote 'local volunteering' and fundraising activities. However, limited detail was given on how or when leaders planned to achieve this. No detail was given to set out how leaders will enable pupils to acquire an appreciation of, and respect for, other cultures and traditions.
- This inspection found no evidence of any progress in this area. Leaders have not realised plans to introduce voluntary or fundraising activities. Pupils continue to have a basic understanding of other religions and cultures. There continues to be no extra-curricular offer, beyond an optional after-school club which focuses on further religious education. These failings, in association with all those identified in part 1, mean that pupils continue to be unprepared for life in modern Britain.
- These standards remain not met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7–7(b) and 32(1)(c)

- The previous inspection judged safeguarding to be effective. This inspection's routine checks on pupils' safety found that this continues to be the case. Pupils feel safe at school.
- Staff have been trained in light of the latest statutory guidance in 'Keeping children safe in education' (September 2022). Leaders have ensured that the school's safeguarding policy reflects this statutory guidance. It is readily available in hard copy.
- Leaders and staff make effective use of the school's suitable systems for identifying and following up safeguarding concerns quickly when they arise.

- These standards continue to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a) and 34(1)(b)

- At the time of the inspection in May 2022, leaders had not ensured that the standards were met consistently. Inspectors found that the proprietor and governors did not monitor the school's effectiveness with any rigour. Leaders had not addressed some of the weaknesses identified at the previous inspection in February 2020. Some of the standards that were met at the time of the inspection in February 2020 were not met in the inspection of May 2022.
- Leaders' action plan lacked sufficient detail and rigour to address the unmet standards. The proposed actions were too vague overall, and did not specify how leaders would monitor the effectiveness of their actions.
- This inspection found leaders have positive intentions, and have taken some small steps to move the school forward. New leadership for pupils of primary age has seen improvements in the curriculum, ensuring that primary-aged pupils receive a more joined-up education after the early years. Work to broaden the secular curriculum means that secondary-aged pupils now receive education in four areas of learning when previously they only received education in English and mathematics in any depth.
- However, the proprietor and leaders are not working hard or fast enough to make positive change happen. They know they need to increase the amount of time dedicated to secular education significantly, but are stifled by governors and religious leaders. There is a lot of work to do to ensure that all pupils receive the broad, ambitious and effective curriculum required by the independent school standards.
- This standard, and almost every standard judged unmet in May 2022, remains not met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

School details

Unique reference number	131121
DfE registration number	302/6106
Inspection number	10260827

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

Type of school	Day school for boys of Orthodox Jewish faith
School status	Independent school
Age range of pupils	3 to 15
Gender of pupils	Boys
Number of pupils on the school roll	361
Proprietor	Shmuel Zalcborg
Headteacher	Chaim Weissman
Annual fees (day pupils)	£4,500
Telephone number	020 8458 1074
Website	None
Email address	office@ttts.org.uk
Date of previous standard inspection	24 to 26 May 2022

Information about this school

- Talmud Torah Tiferes Shlomo School is an independent Orthodox Jewish school for boys.
- The school is registered for up to 360 pupils aged three to 15. Leaders are in breach of the school's registration agreement because there are 361 pupils on roll.
- The school's most recent inspection was its last standard inspection in May 2022, when the school's overall effectiveness was judged inadequate.
- The school makes no use of alternative provision.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The school's previous inspection judged some of the independent school standards to be not met. The Department for Education (DfE) asked the proprietor to submit an action plan. This was judged to be not acceptable by Ofsted in September 2022. The action plan was subsequently rejected by the DfE. This was the first progress monitoring inspection since the school's action plan submission. It was conducted without notice.
- The focus of the inspection was to check whether the school complied with particular requirements within parts 1, 2, 3, 6 and 8 of the independent school standards.
- The inspector met with the headteacher and several other senior leaders, including those responsible for safeguarding. The inspector had a tour of the premises, had meetings to discuss the curriculum and safeguarding, and scrutinised curriculum plans and pupils' work. He also met with a group of pupils. In line with leaders' request, the inspector did not ask pupils anything about matters relating to relationships and sex education.
- There were no recent responses to Ofsted's online survey (Parent View) to consider as part of this inspection.

Inspection team

James Waite, lead inspector

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain unmet at this inspection

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
 - 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
 - 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)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 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.
- 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

- 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)(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.

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 2A(1) The standard in this paragraph is met if the proprietor–
 - 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).

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