

Talmud Torah Tiferes Shlomo

Danescroft Avenue, London NW4 2NB

Inspection date

24 January 2024

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)

- The independent school standards (the standards) in these paragraphs were not met at the school's full standard inspection in May 2022 because the secular curriculum was too narrow. Throughout the school, pupils did not learn a broad range of subjects. At that time, leaders had no plans for teaching secular subjects other than English and mathematics.
- These standards remained unmet at the school's progress monitoring inspection in January 2023. At that time, leaders had made some small steps of progress in relation to developing the curriculum offer. However, the inspection found that curriculum plans in some subjects were either not in place or were inconsistent in quality and precision. Pupils continued to experience a narrow curriculum. For example, pupils in the secondary phase were not receiving creative, technological or physical education. The time given to secular education continued to be limited.
- This inspection found that leaders have continued to make changes to the curriculum offer. They have introduced new curriculum plans in science and humanities, for example. Pupils in the primary phase now follow a planned curriculum for physical education. Nevertheless, leaders have not put in place a curriculum for creative or technological education in the primary and secondary phases. Pupils in the secondary phase do not receive a well-planned physical education curriculum. In Year 10, curriculum plans are in place for English and mathematics. Plans in other subjects are either not in place or have not been formalised.
- Even though leaders and governors are committed to increasing the time given to secular education, this has not happened. The school's curriculum policy does not reflect the curriculum that is currently offered.
- These independent school standards in this part remain not met.

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

- The standards in these paragraphs were not met in the May 2022 inspection. Secondary-aged pupils were not given impartial careers guidance or information to enable them to make informed choices about their options after Year 10 and beyond.
- The progress monitoring inspection that took place in January 2023 identified that leaders had intentions to improve and expand the careers offer. However, nothing had been put in place.
- This inspection found that leaders have realised their plans. The school's careers programme is now in place. Pupils in Years 7 to 10 meet with an external careers adviser in one-to-one interviews. Leaders ensure that pupils receive impartial advice and information about future options.
- These independent school standards are now met.

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

- At the school's standard inspection in May 2022, 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 personal, social, health and economic (PSHE) education lessons.
- Things had not changed at the time of the progress monitoring inspection in January 2023. At that time, the RSE curriculum continued not to take full account of statutory guidance. Leaders did not ensure that the school's relationships education covered all the required content.
- This inspection found that pupils in the primary phase are taught, in an age-appropriate way, about friendships and some aspects of health education and relationships education. However, pupils in Years 7 to 10 are not introduced, in an age-appropriate way, to important aspects such as sexual consent or harassment and abuse. Pupils continue not to be taught about legal rights and responsibilities, particularly regarding all of the protected characteristics.
- These independent school standards continue not to be met.

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

- These standards were not met at the inspection in May 2022 because of weaknesses in the quality of education. Teachers had limited time to teach planned subject content in the secular curriculum. They did not use assessment effectively to plan or adjust what was taught. Pupils had little knowledge of secular subjects and had gaps in their learning.
- At the progress monitoring inspection in January 2023, the inspector found that the quality of secular education was gradually improving. New and suitable resources were in place in some subjects. However, leaders had not provided teachers with subject-specific training. The improvements identified at that inspection needed time to embed.
- This inspection found that leaders continue to provide teachers with training and support to deliver the new curriculum. However, teachers continue to require subject-specific professional development to improve their subject knowledge. Teachers have received training to support pupils' special educational needs. Leaders continue to ensure that

teachers have the training they need to deliver the mathematics and reading programmes.

- Other than in English and mathematics, the use of assessment is still in development. Because the curriculum is newly developed in some subjects, teachers and pupils are getting used to the new content. There remains variability in how well teachers identify pupils' misconceptions. Teaching does not routinely build on what pupils have been taught previously.
- Leaders have worked hard to ensure that the curriculum is well resourced. Teachers are highly appreciative of the new plans and the support they receive from leaders to deliver the curriculum. Nevertheless, as was the case at the previous inspection, the weaknesses in curriculum planning are having an impact on curriculum implementation.
- These standards 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)

- These standards were not met at the previous two inspections because 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 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.
- This inspection found that leaders have not fulfilled their original plans to introduce voluntary or fundraising activities. Leaders have recently introduced two after-school clubs for table tennis and chess. This is an improvement, but the wider offer remains limited. Leaders use assemblies to help pupils to learn about key events that take place locally, nationally and internationally. Even though pupils cover some content about other religions as part of the Kodesh (religious) curriculum, this too is quite limited. Pupils continue to have only a basic understanding of other religions and cultures.
- This, in addition to the unmet standards related to the school's RSE provision in the secondary phase, means that these standards remain not met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7b and 32(1)(c)

- These standards were met at the previous two inspections. This inspection found that leaders continue to ensure that staff are well trained in safeguarding matters. Leaders ensure that record-keeping related to safeguarding is clear, up to date and robust. Leaders take timely and appropriate action to follow up any concerns about pupils' welfare.
- Pupils feel safe in school. They are confident that staff will take seriously any worries or concerns. Pupils are taught about some aspects of personal safety, including road safety. The school's safeguarding policy is appropriate and aligns with the latest statutory guidance. Hard copies are made available to parents and carers on request.

- These standards continue to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 25

- This standard was met at the previous inspections. However, this is no longer the case. This inspection found that parts of the school are not clean and are not well maintained. Too many areas are cluttered and messy. For example, corridors and stairwells are littered with sweet wrappers, crisp packets and old pencils. The inspector saw that staff and pupils routinely ignore this and make no attempt to pick up litter.
- In the playground, some of the soft floor tiles around the climbing frame are loose. These pose trip hazards. Some of the flooring on the top floor is also loose, such as the metal floor trims and tiles in the dining area. In a variety of places around the school, disused and broken equipment clutters walkways and classrooms. For example, electric fans and broken shelving were discarded in the corners of classrooms. The inspection found cupboards and doors left open that should be kept locked. Trailing wires were left hanging from the ceiling in the corner of the school hall. This lack of attention and poor maintenance cause potential hazards to pupils and staff.
- Leaders took seriously the issues identified by the inspector. They acted quickly to put things right during the inspection. While not all the areas identified were resolved by the end of the inspection, leaders had ensured that any potentially unsafe areas were rectified.

Paragraphs 11, 16(a) and 16(b)

- These standards were met at the previous inspections. However, as a result of the poor site maintenance identified at this inspection, these standards are no longer met. Leaders have in place an appropriate health and safety policy. Nevertheless, this is not implemented consistently or effectively in relation to site maintenance and cleanliness.
- Leaders have in place an appropriate risk assessment policy. They use risk assessments effectively for a range of activities and visits. However, this inspection found that while key and significant risks are identified and addressed, leaders are not implementing their site maintenance and safety checks well enough. This means that they are not routinely identifying and addressing all potential risks. Staff do not all play a part in keeping their school tidy and well maintained.
- The standards that were checked in this part are now not met.

Part 8. Quality of leadership in and management of schools

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

- At the time of the inspection in May 2022, leaders had not ensured that the independent school standards were met consistently. Leaders' post-inspection action plan lacked sufficient detail and rigour to address the unmet standards. The proposed actions were too vague and did not specify how leaders would monitor the impact of their actions.
- In January 2023, the progress monitoring inspection found that leaders had positive intentions and they had taken some small steps to improve the school, particularly in the

quality of education. Leaders had specifically improved the primary-phase curriculum, and more areas of learning were being provided to secondary-aged pupils than before. However, the inspection found that leaders still had much more to do to ensure that pupils receive a broad and ambitious curriculum.

- This inspection found that almost all of the previously unmet standards remain not met. Leaders have improved the careers programme and these standards are now met. However, their actions to improve the quality of education have been too slow to implement. The time given to the secular subjects is still too limited. Some subjects are in their infancy and others are not planned or formalised. The school's RSE provision continues not to take full account of the statutory guidance for relationships education for secondary-aged pupils. Pupils' understanding of other religions and cultures continues to be limited.
- In addition, this inspection identified further standards that are now not met. While pupils feel safe and leaders ensure that the arrangements for safeguarding align with the latest statutory guidance, leaders have not ensured that the site is routinely well maintained or clean. Health and safety policies and risk assessment arrangements are in place. However, there are shortcomings in how well these are implemented.
- The proprietor, governors and leaders have had almost two years since many of these unmet standards were first identified. They have not acted with sufficient urgency or rigour to address these. Their systems to monitor the school's compliance with the independent school standards are not effective.
- The standards in this part are 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	10298912

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	Other independent school
School status	Independent school
Age range of pupils	3 to 15
Gender of pupils	Boys
Number of pupils on the school roll	319
Number of part-time pupils	0
Proprietor	S Zalcborg
Headteacher	C 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.
- The school's most recent inspection was a progress monitoring inspection that took place in January 2023. The school's previous standard inspection took place in May 2022, when the school's overall effectiveness was judged to be 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 most recent standard 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. A progress monitoring inspection took place in January 2023, when independent school standards continued to be not met.
- This was the second progress monitoring inspection since the school's action plan was submitted. The inspection was conducted without notice.
- The focus of this inspection was to check the school's compliance with particular requirements in parts 1, 2, 3, 6 and 8 of the independent school standards. The DfE also requested that Ofsted check particular standards in part 5 of the independent school standards.
- The inspector met with the headteacher and senior leaders, including those responsible for safeguarding. The inspector toured the premises and held meetings to discuss the curriculum, safeguarding, health and safety, and the school's provision for PSHE education and RSE. The inspector scrutinised curriculum plans. He sampled pupils' workbooks and visited lessons in the secular curriculum in all phase groups. The inspector held a meeting with pupils, as well as speaking to pupils informally in lessons. In line with leaders' request, the inspector did not speak with pupils about matters relating to RSE education. The inspector met formally with teaching staff.
- There were no recent responses to Ofsted Parent View to consider as part of this inspection.

Inspection team

Gary Rawlings, lead inspector

His Majesty's 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 un-met 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; and
- 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)(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;

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

Part 3. Welfare, health and safety of pupils

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

The school now meets the following independent school standards

- 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;

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Manchester
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