

Inspection of Tiferes

Grecian Street North, Broughton, Salford M7 2JR

Inspection dates: 15 to 17 July 2025

Overall effectiveness	Requires improvement
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Requires improvement
Leadership and management	Requires improvement
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 thrive in this happy and welcoming school. They arrive at the start of the day with broad smiles. The school's values are consistently modelled by staff, creating an ethos of kindness and care. This helps pupils to feel safe and accepted.

Pupils' behaviour is exemplary. They understand the school rules and relish the praise and rewards that they receive for working hard and trying their best. Pupils are polite and respectful. They have remarkably positive attitudes towards learning. The school is a calm and harmonious place in which to learn and play.

The curriculum reflects the high aspirations that leaders have for all pupils to grow and develop their own individual character. It is thoughtfully designed to match pupils' interests and needs. Pupils succeed in their learning, and they achieve well.

The school has designed a personal development programme that supports pupils to be tolerant and respect people with different beliefs and values. Pupils develop their understanding of the wider world through a broad range of clubs, trips and experiences, including visits to the Houses of Parliament and museums. However, the school does not ensure that pupils have a depth of understanding of all aspects of life in modern Britain.

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

The Tiferes curriculum is broad and ambitious. Subject curriculums set out what pupils will learn, so their knowledge and skills build securely over time. Learning is sequenced seamlessly from the early years to key stage 4. This ensures that pupils can build effectively on a depth of prior knowledge and understanding when studying for examinations. As a result, pupils, including those with special educational needs and/or disabilities (SEND), typically achieve well in the full range of subjects that they choose to pursue at key stage 4.

In each subject area, curriculum leaders from the early years, primary and secondary provision think carefully and collaboratively about the concepts that they want pupils to learn. Important knowledge is carefully ordered and revisited. Teachers check pupils' understanding purposefully. Typically, they skilfully identify and address any misconceptions or gaps in pupils' learning. This allows pupils to build up a detailed understanding both within and across subject areas.

Reading is a priority at this school. Pupils benefit from reading a wide range of interesting books. Many pupils are fluent, accurate and confident readers. Staff act swiftly to help any pupils who find reading difficult. This helps these pupils to keep up with the phonics programme. The school shows pupils how to form letters and how to practise their writing. However, staff sometimes do not spot and correct errors in pupils' writing. As a result, some pupils continue to make mistakes in spelling, which hinders their ability to write accurately and fluently across the curriculum.

Pupils are exceptionally well behaved. Children in the Nursery and Reception classes settle quickly. They are taught how to share and to be kind to others. Older pupils successfully build on this positive start. Around the school, pupils are polite and courteous. In lessons, teachers can focus on delivering the curriculum without disruption. Pupils display mature attitudes. They aspire to achieve highly. They take an interest and pride in their own learning.

The vast majority of pupils attend school regularly. When pupils are absent, the school quickly identifies reasons for this and offers any additional support that may be needed.

Pupils' individual needs, interests and talents are known well at this school. The school quickly and effectively identifies pupils' additional needs, including those with SEND. These pupils benefit from well-tailored teaching so they can succeed in lessons.

The school has thought carefully about its personal development offer. Pupils are taught how to keep themselves safe and healthy. The school helps to develop pupils' character. For instance, pupils carry out leadership roles in the school and raise money for charities in the local community. Pupils are taught to be respectful. However, some pupils are limited in their knowledge and understanding of diversity and the differences that exist among some people. This is because the school does not teach pupils about the full range of protected characteristics as set out by law. In addition, pupils do not learn an age-appropriate relationships and sex education (RSE) programme at school. This means that the school does not prepare pupils as well as it should for adulthood and life in modern Britain.

The school provides pupils with purposeful and impartial careers advice and guidance. Pupils take part in a range of activities, including work experience and talks from external speakers about a range of careers. This helps them make decisions about their future.

The proprietor has ensured that the premises and health and safety aspects of the independent school standards (the standards) are met. The school also complies with schedule 10 of the Equality Act 2010. However, the proprietor does not ensure that the pupils learn about some of the protected characteristics and some aspects of RSE. This means that some of the standards are not met.

Staff speak very positively about the school. They praise the support they receive to reduce their workload so they can be more focused on pupils' learning. They are proud to be a part of the school community. Parents and carers are overwhelmingly positive about the school. They especially value the care and strong partnership working.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- The school has not ensured that errors in pupils' writing are identified and addressed consistently. As a result, some pupils continue to make the same mistakes over time. The school should ensure that checks are in place to spot and remedy the mistakes that pupils make when writing.
- The proprietor does not ensure that pupils learn about the diverse characteristics of people in modern Britain. The protected characteristics that relate to sexual orientation and gender reassignment are not taught. Consequently, this limits pupils' knowledge of British society. The proprietor must ensure that pupils are better prepared for their lives in modern Britain.
- The school's RSE programme does not meet the statutory requirements for secondary-age pupils. This affects how well pupils develop an age-appropriate understanding of RSE. The proprietor should ensure the RSE programme meets the statutory requirements for secondary-age pupils.
- The proprietor has not ensured that all of the standards are met. The school does not meet some of the standards in relation to the spiritual, moral, social and cultural development of pupils; the quality of education provided and the quality of leadership in and management of schools. This means that the offer for pupils does not meet the statutory requirements. The proprietor must ensure that standards are consistently and securely met.

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	10391753
Type of school	Other independent school
School category	Independent day school
Age range of pupils	3 to 16
Gender of pupils	Girls
Number of pupils on the school roll	389
Number of part-time pupils	0
Proprietor	Michoel De Vries
Chair	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	22 to 24 November 2022

Information about this school

- Tiferes is a day school for girls that serves the Orthodox Jewish communities of Prestwich and Salford. The school is located at Grecian Street North, Broughton, Salford, M7 2JR.
- The school was registered by the Department for Education on 21 June 2010. The most recent standard inspection took place from 22 to 24 November 2022.
- Two material change inspections took place on 21 June 2018 and 3 July 2019.
- The chair of the proprietor body is the sole director.
- The school is registered to admit 550 pupils.
- The school does 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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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.

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the proprietor, the headteacher and other school leaders. The lead inspector also spoke with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics and art and design. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum documentation, visited a sample of lessons, spoke to staff, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector listened to some pupils read to a familiar adult.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors met with leaders to discuss SEND, assessment, pupils' behaviour and provision for pupils' wider development.
- Inspectors reviewed a wide range of documentation, including that relating to the standards, leaders' evaluation of the school's strengths and areas for improvement and documents relating to pupils' attendance.

- As part of their checks on the standards, inspectors made a tour of the school premises accompanied by leaders.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of the school, staff and pupils; and considered the extent to which the school has created an open and honest culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour in lessons, at breaktime and at lunchtime.
- Inspectors spoke with some pupils about their experiences of school life and considered their responses to Ofsted's online survey for pupils. The school requested that the inspectors did not speak to pupils about some of the protected characteristics and some aspects of the RSE curriculum.
- The inspectors spoke with staff about their workload and well-being. They also considered the responses to Ofsted's online survey for staff.
- Inspectors met with parents during the inspection. They took account of the responses to Ofsted Parent View, including the free-text comments. Inspectors also considered parental letters sent for their attention.

Inspection team

Victoria Burnside, lead inspector

His Majesty's Inspector

Cleo Cunningham

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.
- ☐ 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.

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 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 Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2025