

Kerem Shloime

33 Northumberland Street, Salford, M7 4DQ

Inspection dates 3–5 February 2015

Overall effectiveness	Inadequate	4
Leadership and management	Inadequate	4
Behaviour and safety of pupils	Requires improvement	3
Quality of teaching	Inadequate	4
Achievement of pupils	Inadequate	4
Early years provision	Inadequate	4

Summary of key findings

This is an inadequate school

- Pupils' achievement is inadequate. The standards and the progress they make in English and mathematics are well below expectations.
- The quality of teaching is inadequate as teachers do not make sure that all lessons engage pupils. Work is not set at appropriate levels.
- Teachers' expectations are not high enough. When marking pupils' work, teachers do not show pupils how to improve their work or pick up basic punctuation errors.
- Provision for children in the early years is inadequate. Children spend too much time on mundane tasks when they could be learning.
- Pupils' safety requires improvement as adults do not always identifying hazards that may cause pupils harm.
- Pupils' behaviour requires improvement. There is too much low-level disruption in lessons. Pupils are not encouraged to take on roles and responsibilities.
- Leadership and management are inadequate. They do not provide written documentation to guide the teaching of English, mathematics and physical education. Physical education is not experienced by pupils.
- Although teachers meet with the headteacher on a weekly basis, their discussions do not focus on how teachers can help pupils make better progress in English and mathematics
- Leaders and managers do not rigorously track pupils' progress in English and mathematics.

The school has the following strengths

- Teachers of the Kodesh (religious) subjects engage pupils well in learning. This leads to good learning and progress in some subjects.
- Relationships are generally good. Pupils enjoy coming to school and say that they feel safe.
- Leaders and managers have systems in place which show how well pupils are doing in the Kodesh (religious) subjects.
- Leaders and managers have very detailed documentation to plan learning in the Kodesh (religious) subjects which includes some elements of other subjects.
- Leaders and managers know the school has major weaknesses. They have engaged the support of external advisors. It is too early to see the impact of this support.

Compliance with regulatory requirements

- The school must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Information about this inspection

- The inspection took place over three days with three inspectors.
- The inspection team visited a number of lessons or parts of lessons in a range of subjects. The inspectors also looked at pupils’ work in books.
- Inspectors observed pupils moving around the school as well as at break times. They spoke to pupils during break times and in meetings.
- The views of staff and parents were also taken into account. There were no responses to the Ofsted on line questionnaire, Parent View. However 35 responses from a paper copy of the questionnaire were considered as well as eight responses from the Ofsted staff questionnaire.
- Inspectors examined a number of documents, including the schools’ safeguarding records, policies, procedures, and records of attendance, achievement and teaching.
- Inspectors held meetings with the headteacher and external advisors throughout the inspection. They also met with the proprietor.

Inspection team

Jo Sharpe, Lead inspector

Additional Inspector

Paul Rafferty

Additional Inspector

Michael Glickman

Additional Inspector

Full report

Information about this school

- Kerem Shlomo is an independent primary day school for orthodox Jewish boys. The school is registered to take up to 95 pupils aged from three to 11 years. There are currently 80 boys on roll.
- The majority of pupils come from families where English is spoken as the first language.
- The school is located in a large Victorian building. Some areas of the building are used by the community as a synagogue.
- This is the school's first full independent school inspection since its pre-registration visit in November 2013.
- There are currently two pupils on roll who have a statement of special educational needs. The school has not yet received funding for these pupils.
- Children in the early years provision attend on a full time basis.

What does the school need to do to improve further?

- Ensure that leaders and the proprietor are fully aware of the requirements of the independent school standards and the most up-to-date statutory guidance from the Department for Education for children in the early years, so that all issues surrounding unmet standards and requirements (as listed below) are addressed by:
 - creating and implementing written schemes of work for all subjects, including English, mathematics and physical education to guide the teaching of these subjects
 - ensuring pupils have experience of physical education
 - ensuring there is a standardised assessment system which shows clearly how well pupils are doing in all subjects, particularly English and mathematics
 - setting teachers clear targets on how to improve their teaching which are linked to information about pupils' progress.
- Improve the quality of teaching and thereby raise achievement, particularly in English and mathematics, by ensuring that:
 - all teachers have higher and more realistic expectations of the standards that pupils can reach
 - all work set enables pupils to work at a level that means they can learn and make progress quickly, particularly the more able pupils
 - activities engage and stimulate pupils so they are engaged in their learning and low level disruption is eliminated
 - marking helps pupils to know what they have to do to improve their work and that it picks up common punctuation, spelling and grammar mistakes.
 - pupils' work and understanding is assessed regularly, including during lessons.
- Improve the behaviour and the safety of pupils by:
 - encouraging pupils to take on more roles and responsibilities and take control of their own behaviour
 - encouraging pupils to take part in more discussion so they become more confident and articulate speakers, particularly in situations which are new to them
 - ensuring the safety of pupils at all times by identifying hazards that may cause them harm and logging all incidents and accidents.
- Provide a better quality of education in the early years by:
 - ensuring that children have sufficient opportunities to learn and reach a good standard in English language
 - ensuring that children do not waste time on mundane tasks when they could be learning more effectively
 - providing more interesting activities so that children become more enthusiastic about learning, and

low-level misbehaviour is eliminated

ensuring that the children engage in activities where they learn through their own first-hand exploration and discovery

encouraging children to be more independent in meeting their own needs

ensuring that assessment is used to identify what the children can do and inform planning for the next stage in their learning.

■ **The school must meet the following independent school standards:**

Ensure 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 (paragraphs 2(1), 2(1)(a)).

Provide 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 (paragraphs 2(2) and 2(2)(a)).

Where the school has pupils below compulsory school age, provide a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills (paragraphs 2(2) and 2(2)(f)).

Ensure that teaching at the school 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 (paragraphs 3, 3(a)).

Ensure that teaching at the school involves well planned lessons and effective teaching methods, activities and management of class time (paragraphs 3, 3(c)).

Demonstrate 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 (paragraphs 3, 3(g)).

Ensure that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place (paragraph 4).

Ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a) and 34(1)(b)).

Inspection judgements

The leadership and management are inadequate

- The leadership and management of the school are inadequate. The requirements of some independent school standards are not met and pupils make inadequate progress in English and mathematics. Some statutory requirements for the Early Years Foundation Stage are not met. Leaders have also not ensured that pupils' behaviour is consistently good.
- Leaders and managers are currently unable to accurately follow the progress pupils make in English and mathematics due to the lack of a standardised system of assessment.
- Teachers are not guided by any written plans of what should be taught in English, mathematics and physical education. Pupils lack experience in physical education.
- The headteacher meets with teachers every week. Teachers comment on how these meetings support them in their professional development and make them feel valued. These meetings do not include teachers considering the progress pupils are making in the Chol (secular) subjects. Targets are not set for the teachers to raise achievement and improve the quality of their teaching. However, these meetings support pupils' emotional progress well.
- Detailed weekly plans are available for the Kodesh (religious) subjects. These plans include elements of Chol subjects, which support progress in subjects such as science and moral development.
- Visitors to the school help prepare pupils for life in modern Britain. Visitors, such as police officers, also reinforce the message of what is right and wrong building on the messages given through stories.
- Development of pupils' social, moral, spiritual and cultural development is good. Pupils learn tolerance and respect through stories told in the Kodesh subjects.
- There is no system of middle leadership. However, senior leaders work well together and share the same determination to improve the school.
- The senior leaders and proprietor have a very accurate picture of the school's weaknesses. They have already taken action to address these weaknesses by, very recently, employing the support of two external advisors. The impact of this extra support is not yet evident.
- The school promotes equality of opportunity, fosters good relations and tackles discrimination well. The school welcomes pupils with a range of individual needs and takes great care to support these pupils effectively.
- The parents are exceptionally pleased with every aspect of the school. Overwhelmingly, 100% of parents responded positively to every aspect of the Ofsted questionnaire. As parents do not access the internet there is not a website but parents receive all the required information in printed form. They are well informed on a weekly basis of how well their child is achieving in the Kodesh subjects. They also receive detailed annual reports.
- The school's arrangements for safeguarding pupils meet statutory requirements.
- The school manager ensures the safety of everyone in the building by checking all aspects of school maintenance, security, fire safety and safeguarding. Staff are well trained in child protection, safer recruitment and paediatric first aid.
- **The governance of the school:**
 - The proprietor is fully involved and knowledgeable about the school's strengths and weaknesses. He knows how the school is tackling its weaknesses in performance management and pupil performance. He is fully supportive of the steps leaders and managers are taking.
 - The proprietor ensures that the school is financially secure and deals well with the financial constraints to ensure the needs of the school are met.

The behaviour and safety of pupils require improvement

Behaviour

- The behaviour of pupils requires improvement.
- Low-level disruption in lessons means that at times learning is slow.
- Pupils are not encouraged to take on roles of responsibility and take charge of their own behaviour.
- Little opportunity is made for pupils to select and organise their own equipment or to take part in pupil discussion to support learning.
- Pupils' speech is often immature for pupils of their age. There are few opportunities for pupils to take part

in discussions and speak in front of others, especially in situations that are new to them. However, pupils were eager to speak to inspectors at playtimes.

- Teachers' management of behaviour is variable. At times positive reinforcement is well used to engage pupils who find it difficult to concentrate.
- Pupils enjoy coming to school. They are happy as they move around the school and eager to meet with their friends.
- Pupils arrive punctually and attendance is good.

Safety

- The school's work to keep pupils safe and secure requires improvement. Occasionally, unsafe behaviour is not dealt with such as misuse of furniture and having foreign objects in mouths.
- Younger children learn about road safety. Older pupils learn about people who can help them and how to keep themselves safe.
- Incidents which result in minor injuries are not logged carefully enough.
- Pupils say they feel safe in school.
- Relationships are good and pupils say they are very happy to speak to adults if they have any problems.
- Pupils are supervised at all times.

The quality of teaching

is inadequate

- Teaching in English is inadequate. Teachers do not have high enough expectations and therefore pupils do not reach their full potential. Activities are often dull and do not engage pupils' interests. This also leads to low-level disruption which slows learning further.
- The teaching of English and mathematics is not well planned as there is a lack of written guidance. Teachers deliver lessons that are often too easy and pupils do not make progress, particularly the more able pupils.
- Pupils are taught the sounds that letters make but are not taught the skills of putting these sounds together to help them read and write.
- Pupils complete little writing in English and have few opportunities to improve their skills in writing. Teachers do not correct or teach basic punctuation and grammar, such as the use of capital letters and full stops during lessons or when marking. All work is marked by teachers but pupils do not know how to improve their work.
- All pupils work on the same task in mathematics lessons which prevents them making progress at a rate according to their ability. Teachers do not plan or set tasks that meet the different abilities of pupils in the class.
- Teachers do not take opportunities to check pupils' understanding during English and mathematics lessons. They test pupils' knowledge through activities such as spelling tests, but not with standardised or moderated checks. Therefore, they are not able to compare results and accurately judge how well pupils are achieving.
- Pupils do not have the opportunity to become physically confident in a way which supports their health and fitness as they are not taught physical education.
- Teachers follow very clear written guidance for the teaching of the Kodesh (religious) subjects. This guidance includes elements of the Chol (secular) subjects, for example creative subjects. This supports learning and pupils can tell inspectors what they have learnt.
- In the Kodesh (religious) subjects teachers have good subject knowledge and question pupils well to develop further understanding. This helps pupils think and learn for themselves. Pupils are self-motivated to learn in these subjects.
- In their Kodesh (religious) work, pupils develop their social, moral, spiritual and cultural understanding well. Through religious stories, pupils learn about tolerance and a respect for the beliefs of others.
- Teaching assistants are generally used well to support learning of all pupils. They are aware of what the pupils should be learning and move around classrooms supporting pupils where they can.

The achievement of pupils

is inadequate

- Pupils' progress in English and mathematics is too slow, so they do not reach the standards that are expected for their age.

- More able pupils do not make the progress they could make in English and mathematics as the work that is set is frequently too easy. When they have completed work, they are not challenged to cover the topic in more depth. Too much time is spent on humdrum tasks such as colouring when pupils could be learning.
- Although pupils read well and regularly in Hebrew this is not the case in English. Not enough opportunity is given for pupils to read in English. The lack of a good range and quality of literature in English hinders learning further.
- Achievement in mathematics is inadequate. Too often, the work set for pupils is too difficult or too easy. For example, in lessons more able pupils finish tasks while the teacher is still explaining them to the class. Less able pupils struggle and do not understand what they should be doing. Pupils are given little opportunity to consolidate their learning or apply concepts in different situations, such as through pupil discussion or problem solving.
- Pupils do not get the opportunity to develop knowledge or skills in physical education.
- Pupils who have a statement of special educational needs follow a highly individualised programme of activities for much of the school day. The guidance from outside agencies helps ensure activities taught are appropriate to the needs of these pupils. This enables these pupils to make better progress in English than their peers.
- Pupils make much better progress and reach higher standards in the Kodesh subjects. Pupils are given the opportunity to read the complex Rashi script. This is done well and pupils make good progress.

The early years provision is inadequate

- The needs of children in the early years are not currently being met.
- Leadership and management of the early years are inadequate. Leaders do not ensure that children have sufficient opportunities to learn and reach a good standard in English language. This means that children are not ready to benefit from the opportunities available to them when they begin Year 1.
- Teaching in the early years is inadequate as activities frequently do not engage children and are not focused on an area of learning. They do not stimulate or challenge children so they are often not interested in learning.
- Behaviour in the early years requires improvement. Children spend too long waiting for adults and frequently become disruptive. This prevents good learning from taking place.
- Activities are very often led by adults with children being given objects and directed exactly how to use them. This means children have little opportunity to explore and to learn for themselves.
- Teachers do not encourage children to be independent which means that important learning time is wasted. Children spend too long waiting for activities to be completed for them, such as waiting in a queue for 20 minutes to have their hands washed by an adult.
- Leaders and managers have recently developed good systems which follow children's progress in all areas of learning. This has only just been developed and is, as yet, too new to show how well children learn. It is planned that this information will be used to plan activities relevant to children's needs.
- Children settle in well to the early years as teachers make them feel very comfortable in the new environment. Relationships are good and children are happy at school.
- Although resources for outside play are limited, children enjoy playing, for example, with bikes and footballs which supports their physical development.
- Leaders and managers ensure that the environment is safe and secure for children at all times. They also ensure that the early years' welfare requirements are met.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	140491
Inspection number	447292
DfE registration number	355/6001

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	Jewish faith school
School status	Independent school
Age range of pupils	3–11
Gender of pupils	Boys
Number of pupils on the school roll	80
Number of part time pupils	0
Proprietor	Eliyohu Pincus Levy
Chair	Eliyohu Pincus Levy
Headteacher	Rabbi J Moskovitz
Date of previous school inspection	Not previously inspected
Annual fees (day pupils)	Voluntary contributions only
Telephone number	0161 7927841
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