

Kerem Shloime

33 Northumberland Street, Salford M7 4DQ

Inspection dates 12 November 2015

Overall outcome **Independent school standards not met**

Context of the inspection

- This inspection was undertaken at the request of the registration authority for independent schools in order to monitor the progress the school has made in implementing its action plan.
- The school was last inspected on 3–5 February 2015, when it was judged to be inadequate in terms of its overall effectiveness. Following this inspection, the school submitted an action plan to the registration authority for independent schools on 9 June 2015.
- The school's action plan was evaluated on 29 June 2015 and was judged to require improvement. The plan did not have sufficient timescales planned for the effective implementation of the actions it detailed, for example in ensuring that physical education (PE) would be taught as part of the curriculum. In addition, the plan did not outline in sufficient detail how leaders were going to improve the quality of teaching, learning and assessment in English, mathematics and in the early years.
- This was the first monitoring visit to the school to check on its progress in meeting the independent school standards that were judged to be unmet in February 2015.
- This inspection was undertaken without notice to the school.

Main findings

Part 1. Quality of education provided

- The inspection of 3–5 February 2015 found that there were no appropriate schemes of work for English and mathematics. Teachers did not ensure that pupils made appropriate progress in these subjects, they did not plan their lessons effectively and did not mark pupils' work to show them how they could improve. There was no framework for assessing progress in English and mathematics in place. In addition, pupils did not receive PE lessons, nor were there any schemes of work in place to support the teaching of this subject.
- Leaders' actions to improve the quality of teaching and the progress pupils make in English and mathematics have not been fully effective since the last inspection. While there are appropriate schemes of work for each class, closely aligned to the National Curriculum, and resources to support the teaching and assessment of these subjects are in place, teachers do not have the necessary skills to teach these subjects effectively. They plan work that is frequently undemanding and does not enable pupils to make good progress from their starting points. For example, work shows that pupils regularly complete multiple exercises of simple calculations in mathematics and barely move beyond writing simple sentences in English. Leaders check on teaching and have provided a framework for planning lessons. However, there is little evidence that this work is having an impact on improving classroom practice. Teachers continue to mark work with 'ticks' and 'crosses' and short comments about presentation. They do not provide pupils with guidance on how to improve their work nor do they expect pupils to correct mistakes in their work. This contributes to pupils' poor progress, especially in English.
- Leaders have taken effective action to ensure that physical education is taught on a weekly basis. Pupils attend classes each Sunday and say that this is one of the highlights of their week. There is an appropriate scheme of work in place that covers a range of physical activities from

basic bat and ball skills to swimming, dance and outdoor pursuits.

- The planning of provision for children in the early years has improved since the inspection in February. The leader of this phase writes helpful weekly plans that cover all the requirements of the early years curriculum. However, teachers continue to lack the skills to put these plans into practice effectively. Activities often lack a purpose, and do not adequately promote children's early development of number and literacy skills.
- Leaders have introduced a new reading scheme for pupils from Year 1 which encourages them to take books home and read with their parents. However, there are too few opportunities for pupils to read in class or to see written English in all its forms in their lessons and around school. This significantly contributes to the weak progress they make in acquiring good reading skills over time.

Part 8. Quality of leadership and management

- This standard is not met. Leaders have made a significant investment to improving the quality of provision in English and mathematics across the school. They have purchased a range of resources and have started to provide regular support and feedback to staff on their teaching practice. However, teaching in these subjects has not substantially improved and pupils' progress remains poor. Leaders have identified that they need to make links with other schools in order for teachers to go and learn from more effective practice elsewhere. However, these links are not yet in place. Leaders' own skills in evaluating the quality of teaching and developing the use of assessment to support teachers' planning need further improvement.
- Leaders have not ensured that all the required pre-employment checks have been completed before teachers start working at the school. Leaders have not checked that teaching staff are not subject to a prohibition order issued by the Secretary of State. They have also not conducted the additional checks they are required to undertake for those teachers who have lived outside the United Kingdom. Accordingly, the school's single central record of checks on staff is incomplete.

Compliance with regulatory requirements

The school must take action to meet the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements

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.	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.	3 and 3(a)
Ensure that teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time.	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.	3(g)
Ensure that no person appointed as a member of staff at the school carries out work, or intends to carry out work, in contravention of a prohibition order, or an interim prohibition order. Ensure that the proprietor carries out appropriate	18(1), 18(2), 18(2)(b) and

further checks to confirm in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, their suitability to work in a school.	18(2)(e)
Ensure the proprietor keeps a register which shows, in relation to each member of staff, whether a check was made to establish whether they were subject to a probation order or an interim prohibition order, including the date on which such check was completed.	21(1) and 21(3)(b)
Record the information referred to in paragraph 18(2)(e) on checks on staff from overseas.	21(3)(a)(viii)
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.	34(1), 34(1)(a) and 34(1)(b)

Inspection team

Philippa Darley, lead inspector

Her Majesty's Inspector

Information about this school

- Kerem Shloime 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 105 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.
- The school was registered by the registration authority for independent schools in December 2013.
- There is currently one pupil on roll who has a statement of special educational needs.
- Children in the early years provision attend on a full-time basis.

School details

Unique reference number	140491
Inspection number	10007141
DfE registration number	355/6001

This inspection was conducted at the request of the registration authority for independent schools. It was carried out under section 109(1) and (2) of the Education and Skills Act 2008.

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	119
Number of part-time pupils	3
Proprietor	Eliyohu Pincus Levy
Chair	Eliyohu Pincus Levy
Headteacher	Rabbi J Moskovitz
Date of previous school inspection	3–5 February 2015
Annual fees (day pupils)	No fees after early years
Telephone number	0161 792 7841
Fax number	Not applicable
Email address	keremshloime@gmail.com

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