

# Beis Hatalmud School

62, Wellington Street West, Broughton, Salford, Lancashire M7 2FD

## Inspection dates

29 June 2016

## Overall outcome

**Independent school standards not met**

## Context of the inspection

- Ofsted carried out this inspection at the request of the Department for Education (DfE). The DfE is the registration authority for independent schools. It was conducted under section 109(1) and (2) of the Education and Skills Act 2008 in order to determine the progress the school has made in implementing its action plan.
- This was the first progress monitoring inspection since the school was judged to require improvement by inspectors in June 2015.
- At the previous inspection the school was judged not to have met the following independent school standards: Part 1 (the quality of education provided), Part 5 (premises of and accommodation at schools) and Part 8 (quality of leadership in and management of schools). These three standards were the focus of inspection activity.
- The school's action plan was submitted to the Department for Education in November 2015 and was found to require improvement.
- The inspection was conducted without notice.
- The inspector held meetings with the proprietor, who is also the headteacher, the headteacher designate who is due to join the staff in September and two key stage 3 teachers. He also met with the business administration manager and a group of Year 9 boys.
- The inspector observed the teaching of English in two Year 8 lessons, scrutinised pupils' work and examined a range of school documents and policies.
- The inspector visited the technology room and the changing and showering facilities available to pupils following physical education.

## Main findings

### Part 1. Quality of education provided

- Some of the independent school standards for the quality of education provided for pupils at the school are not met.
- Weaknesses in the quality of written feedback in pupils' books and files, evident at the previous inspection, remain. However, the school has invested in training for teachers to develop this aspect of their professional practice. Senior leaders believe this training will also improve the impact that ongoing assessment has on pupils' progress. The training is due to take place before the end of this academic year.
- When the school was previously inspected there were no formal mathematics and English lessons timetabled beyond Year 9. This meant that pupils who failed to achieve at least a C grade at GCSE in either subject at the end of key stage 3 did not have the chance to do so by the end of Year 11. This is still the case. However, the school has appointed a senior leader to take responsibility for the Chol (secular) curriculum from September 2016. One of the responsibilities of this member of staff is to improve the provision for English and mathematics at key stage 4. The aim of leaders in making this appointment is to ensure that all pupils are given the opportunity to secure a higher-grade GCSE in both subjects by the time they leave the school.
- The provision for careers education and guidance is not yet compliant with the independent

schools standards. This is because pupils are not fully aware of all the routes available to them when they leave the school at the end of Year 11; for example, academic A level routes or employment with training. Nevertheless, since the previous inspection the headteacher has introduced a programme of talks for pupils, given by members of the Jewish community. These talks focus on the career paths followed by the various speakers, describing how they combine their careers with their observance of Jewish law. This aspect of provision is an improvement since the previous inspection.

- The pupils who met with inspector spoke of their expectation to attend a yeshiva after they complete key stage 4. This is so that they can continue with their studies of the Talmud in order to gain a deeper understanding of traditional Jewish religious texts. Pupils said that while they are at the yeshiva their teachers would provide them with careers guidance. Pupils believe this will enable them to reflect on their future options while remaining faithful to their Jewish way of life. Nevertheless, the requirements for this paragraph of Part 1 of the independent school standards remain unmet.
- The inspection in June 2015 found that pupils' outcomes in English were not high enough because of inconsistencies in the quality of teaching. Inspectors recommended that teachers should be given opportunities to learn from practitioners that are more effective and to raise their expectations for the quality and quantity of pupils' written English in lessons. Since the inspection, the headteacher has engaged the services of a consultant to work with key stage 3 staff to review their approaches to the teaching of this core subject. This has resulted in a much more focused approach to the teaching of English than was the case in the past. The English curriculum has been revised. The new curriculum affords pupils the opportunity to write for a range of purposes, for example completing book reviews and writing persuasively. Pupils' understanding of how their writing should be structured is improving, as is their knowledge of English grammar and spelling. Pupils routinely redraft their written work in English and, therefore, pupils' presentation is improving. As a result, the teaching of English is more effective than it was at the time of the previous inspection and pupils' progress is accelerating.

## **Part 5. Premises of and accommodation at schools**

- At the June 2015 inspection, the school did not have suitable changing accommodation and showers for pupils aged 11 or over who receive physical education. Leaders have rectified this matter.
- For cultural and religious reasons pupils do not change into sportswear for physical education, nor will they use a communal shower facility. Pupils prefer to wash at home. Nevertheless, the proprietor has installed an electric shower and allocated an area for individual pupils to change, which affords them privacy. Adjacent to the shower room, there is an area for pupils to leave their bags and outerwear when participating in sports activities.
- The independent school standards relating to premises and accommodation at the school are now met.

## **Part 8. Quality of leadership in and management of schools**

- Some of the independent school standards for the quality of leadership and management of the school remain unmet. This is because senior leaders have yet to fulfil all their responsibilities effectively so that the independent school standards are met consistently.
- Leaders' written risk assessments for school trips are not detailed enough. Consequently, senior leaders cannot be certain that they are taking the necessary steps to minimise the risks to staff and pupils when both groups are away from the school site. This is in contrast to the risk assessments related to the use of the school building. These provide a detailed analysis of any potential hazards and the actions to be taken to prevent harm to members of the school community.
- Leaders have successfully addressed health and safety concerns about the basement workshop, highlighted by inspectors at the previous inspection. The room has been painted and the floor repaired. Electric cables have been rerouted so that they no longer present a trip hazard. These improvements have refreshed the classroom environment and minimised the risks to pupils'

safety.

- Through their study of the Talmud, pupils learn the codes of Jewish law. This programme of study gives pupils opportunities to use their numeracy and literacy skills in the context of religious studies. For example, pupils have opportunities to translate texts written in Aramaic to English and consider their meaning. Pupils use their mathematical skills to calculate the lunar cycle and make links with Jewish festivals. In these ways, pupils' study of the Talmud reinforces their learning in the secular Chol. However, senior leaders have yet to detail systematically how Talmudic studies contribute to pupils' learning in other areas of the curriculum. The latter was an area for improvement at the previous inspection.
- Senior leaders' monitoring of pupils' work has enabled them to provide support and guidance to teachers to improve the quality of provision in English. However, this strategy for checking pupils' work and providing support and guidance to teachers to improve their professional practice has yet to be extended to mathematics.

### Compliance with regulatory requirements

#### **The school must take action to meet The Education (Independent School Standards) Regulations 2014 and associated requirements**

- The proprietor must ensure that pupils have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential (paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- The proprietor must ensure that 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 that appropriate action is taken to reduce risks that are identified (paragraphs 16(a) and 16(b)).
- The proprietor must ensure that persons with leadership and management responsibilities at the school fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1)(b)).

## Inspection team

Charles Lowry, Lead inspector

Ofsted Inspector

## Information about this school

- Beis Hatalmud is an Orthodox Jewish independent day school for boys aged 11 to 16 years.
- The school opened in January 2007.
- The school is located in the Broughton area of West Salford, which is about two miles northeast of Salford City Centre.
- There are 77 pupils on roll, all of whom live close to the school.
- There are no pupils with special educational needs or an education, health and care (EHC) plan.
- The school is open for six days per week. The majority of each school day is given over to the Kodesh curriculum (Jewish studies) with Chol (the secular curriculum) in the afternoon.
- The school was last inspected in June 2015 and judged to require improvement.
- All pupils are educated on the school site.
- The school aims to provide an education for pupils aspiring to become Talmudic scholars and develop pupils so that they become caring, discerning, secure and well-balanced individuals.
- No pupils left the school with five higher-grade GCSEs including English and mathematics in 2015.

## School details

<b>Unique reference number</b>	135168
<b>Inspection number</b>	10002049
<b>DfE registration number</b>	355/6054

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.

<b>Type of school</b>	Jewish day school
<b>School status</b>	Independent school
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	77
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Rabbi L Ganz
<b>Chair</b>	Not applicable
<b>Headteacher</b>	Rabbi L Ganz
<b>Date of previous school inspection</b>	16-18 June 2015
<b>Annual fees (day pupils)</b>	£6,900
<b>Telephone number</b>	0161 7080500
<b>Email address</b>	<a href="mailto:admin@beishatalmud.co.uk">admin@beishatalmud.co.uk</a>

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