

Talmud Torah Chinuch Norim School

11/13 Wellington Street East, Salford, Manchester M7 2AU

Inspection Dates

28 June 2017

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

Paragraph 2(1), 2(1)(a), 2(2)(d), 2(2)(d)(ii)

- The inspection in July 2016 judged that school leaders did not ensure that the school's ethos, policies and practice had regard to all the protected characteristics set out in the Equalities Act 2010, in particular people's sexual orientation.
- In its action plan, that was evaluated in December 2016, the school indicated it would:
 - revise its personal social and health education (PSHE) policy to ensure that it categorically encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the 2010 Act such as respect for the aged and those who have special educational needs and/or disabilities
 - timetable distinct PSHE lessons within the Kodesh curriculum that are supported with good planning and schemes of work
 - revise the spiritual, moral, social and cultural (SMSC) policy so that it encourages respect for other people
 - provide additional training for teachers relating to the teaching of PSHE and SMSC.
- It was noted in the evaluation of the action plan that the school's actions made no specific reference to the issues of protected characteristics relating to sexual orientation that were identified in the previous inspection report.
- In implementing the school's action plan, leaders have developed appropriate policies that encourage the active promotion of respect for other people. They pay particular attention to the protected characteristics set out in the 2010 Equalities Act including those relating to sexual orientation and gender identity. Teachers have improved their subject knowledge and the strategies they use to teach SMSC and PSHE because they have received additional training from a local leader of education who is the headteacher of a local maintained primary school.
- The school's schemes of work for PSHE and SMSC have been strengthened. However, they do not demonstrate how the school's policies for these subjects are implemented to ensure that teachers will effectively promote the understanding of the protected characteristics relating to gender identity and sexual orientation.
- Pupils demonstrate a good understanding of fundamental British values relating to

tolerance and respect. However, pupils are not aware of the range of relationships found in wider British society relating to sexual orientation and gender identity because they are not taught about them. Consequently, this standard is not met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(b), 5(b)(vi)

- The inspection in July 2016 found that school leaders did not ensure that the school had regard to all the protected characteristics set out in the Equalities Act 2010, in particular to people's sexual orientation, in any aspect of its work.
- As noted above, the school indicated its intention to implement a number of actions relating to the strengthening of spiritual, moral, social and cultural education for pupils. However, it was noted in the evaluation of the action plan that the school's actions made no specific reference to the issues of protected characteristics relating to sexual orientation that were identified in the previous inspection report.
- In implementing the school's action plan, leaders have developed appropriate policies that encourage the active promotion of respect for other people. They pay particular attention to the protected characteristics set out in the 2010 Equalities Act including those relating to sexual orientation and gender identity.
- The school's schemes of work for SMSC do not demonstrate how leaders effectively implement their policy to promote the understanding of the protected characteristics relating to gender identity and sexual orientation.
- Leaders have amended the school's timetable to ensure that weekly Kodesh lessons relating to SMSC are taught to all year groups. Pupils learn about other faiths and cultures including Sikhism, Hinduism, Chinese culture and the Muslim faith. Pupils study fundamental British values such as tolerance and respect. They demonstrate this in work about respecting people who are older, have disabilities or who come from different races or cultures. In one lesson, the teacher effectively used the responses of a Muslim mother of a victim of the recent terrorist incident in Finsbury Park to exemplify the concept of forgiveness and tolerance. Pupils demonstrate a good understanding of British institutions because of their SMSC curriculum. For example, pupils articulately explained the differences between Britain's constitutional monarchy and a presidential system. However, pupils do not learn about the different relationships found in British society relating to sexual orientation and gender identity. Consequently, this standard is not met.
- Leaders' employment of an additional member of staff, a former pupil of the school, who acts as an anti-bullying officer provides pupils with opportunities to raise any concerns they may have regarding bullying or conduct within the school with an impartial and trusted adult who is not a teacher.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a) and 7(b)

- The inspection in July 2016 found that school leaders did not ensure that the school's single central record was kept as required by 'Keeping children safe in education'. In addition, the arrangements for references for new staff were not as required by the statutory guidance.

- In its action plan that was evaluated in December 2016, the school proposed the redrafting of the single central record and extra checks on those staff who have lived or worked abroad. The action plan indicated that the school would ensure that adjustments to the single central record would include all required checks and the dates of when those checks had been completed. Additionally, the plan proposed that the proprietor would check the record before any new appointment. The evaluation of the school's action plan noted it did not include any proposed actions with regard to the arrangements for references for new staff.
- As a result of implementing the school's action plan, leaders' actions have ensured that the single central record is compliant with requirements. It is updated and checked by senior leaders regularly. The record shows that appropriate checks are carried out on new members of staff, including overseas checks on those staff who have worked abroad. The proprietor and those with leadership and management responsibilities have been subject to appropriate checks relating to their suitability to manage the school.
- The school's safeguarding policy has been updated. It now takes account of the statutory guidance issued by the Secretary of State and reflects the effective practice in school. The child protection policy does not contain the required information about a small number of aspects of safeguarding. These aspects include those relating to radicalisation and the use of mobile phones in the early years. The school does have clear and effective policies relating to these aspects that are contained in other specific policies but leaders have not ensured these links are clear. Leaders have ensured the child protection policy is available from the school office to parents and others, as the school has no website.
- The large majority of staff have completed appropriate safeguarding training, including that related to radicalisation and extremism. However, a very small number of staff have yet to complete their training due to missing full staff training events. Leaders recognised that not all staff are suitably trained. They took immediate action to book appropriate training for those untrained staff. However, this standard is not met.
- Leaders have updated procedures to ensure that two references are sought when appointing new staff. They seek references from sources independent of the school, for example the candidate's last employer. However, the template does not follow current guidance on safer recruitment. For example, reference requests do not request information about the person's suitability to work with children. Consequently, this standard is not met.

Part 5. Premises of and accommodation at schools

Paragraphs 29(1), 29(1)(a) and 29(1)(b)

- The inspection in July 2016 found that this standard was not met, as there were a number of significant safety hazards relating to the school's playground that meant that it was not suitable either for pupils to play outside or for the provision of physical education. In its action plan that was evaluated in December 2016, leaders outlined a number of actions to address the issues raised, including changes to fencing and better maintenance routines.
- As a result of implementing the school's action plan, leaders' actions have ensured that the playground is safe and fit for purpose. Consequently, this standard is met.
- Leaders have ensured that members of staff on duty have an unrestricted view of the

bottom of the temporary fire escape by removing the large wooden boards used as part of the fencing and amending the fencing using appropriate wire mesh panels. Access to the fire escape is safe and easily managed while the fencing also protects pupils from the dangers presented by the changes in levels where the fire escape is located. Leaders have also removed the ladder that gave access from the fire escape to the roof of the school.

- Additional fencing commissioned by leaders now shields pupils using the playground from the sharp corners of the storage container. Leaders have also ensured that the channel into which the playground gate recedes when open is now fenced effectively. Consequently, pupils are no longer at risk from this deep channel in the ground. Leaders have added additional solid shrouding to the playground gate to remove the gap below it. This has removed the risk of pupils leaving site on to a busy road by crawling under it and those risks posed by unauthorised access to the site by any person using the gap to gain access.
- Dangerous tricycles identified at the last inspection have been removed from use and new resources purchased, including new sand pits, that bring additional play opportunities to the playground.
- Leaders have ensured that pupils are taught about the dangers of building sites so they know how to keep safe during the second phase of the school's building programme. Leaders also recognise that the building site could be a magnet of interest to the school's inquisitive pupils. To reduce the risk posed to pupils by the temptation to gain entry to the building site to see what is going on, leaders have provided viewing portals in the fence between the playground and the site. Even the youngest and smallest pupils can watch their new school take shape.

Part 8. Quality of leadership in and management of schools

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

- The inspection in July 2016 found that this standard was not met. The proprietor had not ensured that the persons with leadership and management responsibilities fulfilled their responsibilities effectively so that the independent school standards, including some relating to equality and to pupils' welfare and safety, were met. Additionally, inspectors identified that the school currently had a very small number of pupils aged 13. These pupils started the school year aged 12 but at the time of the previous inspection were older than the school's registered age range.
- Leaders do not fulfil their responsibilities effectively because some of the independent school standards are still not met. Leaders are, however, aware of the specific aspects that require additional work to ensure the standards are met and are actively exploring appropriate actions to meet them.
- Since the last inspection, leaders have taken effective action to improve many aspects of the school. These include ensuring the single central record is up to date and meets requirements and ensuring the school provides appropriate safe space for children to play. Leaders have made good use of a local leader of education to provide additional training in how they monitor and evaluate the quality of teaching in school. Consequently, the monitoring of teaching, including observations of lessons and scrutiny of teachers' planning and pupils' work, has improved.
- As part of this inspection, the Department for Education, as the regulatory authority,

required the inspector to scrutinise the school's curriculum for pupils who are age 13 years. Leaders have ensured that the curriculum provision for the very small number of pupils who are 13 years old and above the registered age range of the school is appropriate. These pupils have specific needs relating to their academic abilities and maturity. Leaders ensure that each of these pupils receives appropriate additional support to prepare them well for the next stages of their education, particularly in the key skills of reading, writing and mathematics. The curriculum and the school's schemes of work are sufficiently challenging to meet their needs of these older pupils and prepare them well for transition to their next stages of education.

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. 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.

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

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for personal, social and health education to encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act, is drawn up and implemented effectively (paragraph 2(1), 2(1)(a), 2(2)(d) and 2(2)(d)(ii)).
- The proprietor must ensure that principles are actively promoted which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equalities Act 2010 (paragraph 5, 5(b), 5(b)(vi)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- The proprietor must 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; fulfil their responsibilities effectively so that the independent school standards are met consistently; and actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

The school now meets the following independent school standards

- The proprietor must ensure that suitable outdoor space is provided in order to enable physical education to be provided to pupils in accordance with the school curriculum; and pupils to play outside safely (paragraph 29(1), 29(1)(a) and 29(1)(b)).

School Details

Unique reference number	105993
DfE registration number	355/6007
Inspection number	10033604

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	Orthodox Jewish faith school
School status	Independent school
Age range of pupils	2 to 12
Gender of pupils	Boys
Number of pupils on the school roll	322
Number of part-time pupils	52
Proprietor	Mr B Waldman
Headteacher	Mr D B Klein
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 7929292
Website	N/A
Email address	ttnmanc@gmail.com
Date of previous standard inspection	5–7 July 2016

Information about this school

- Talmud Torah Chinuch Norim is an independent day school for boys aged between two and 12 years. A very small number of pupils who started this school year aged 12 are now 13.
- The school serves several orthodox traditions within the Jewish community of Manchester and Salford.
- The school opened in 1955 and moved to new premises in 2016. The school is currently developing phase two of its new building programme.
- The school is owned and maintained by a charitable trust. Compulsory fees are not charged.

- The school is bilingual. Over half of the pupils speak Yiddish as their first language.
- None of the pupils on roll has a statement of special educational needs or an education, health and care plan.
- The school aims to 'provide a secure environment which meets the school's stated religious aims'.
- The school was previously inspected in July 2016, when unmet independent school standards were identified.

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 some of the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The school submitted an action plan to show how it would remedy these issues. The plan was evaluated on 30 December 2016 and judged not to be acceptable.
- This is the school's first monitoring inspection since the full inspection in July 2016. The inspection was unannounced.
- During the inspection, the inspector observed some parts of lessons and looked at pupils' work. He talked with pupils about their lessons and school life. The inspector met with the headteacher, the proprietor, and teachers. He had a meeting with the local maintained primary headteacher, a local leader of education, who is supporting the school. The inspector toured the school site and scrutinised documentation relating to school management, including the arrangements to ensure that pupils are kept safe, and the school's curriculum.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

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