

Manchester Jewish School for Special Education

Manchester Jewish Community Centre, Bury Old Road, Manchester M7 4QY

Inspection dates

22 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(1)(b), 2(1)(b)(i)

- This standard remains unmet.
- At the previous inspection, the standard was unmet because curriculum plans and schemes of work did not contain enough detail to ensure that teachers were able to teach effectively. Teachers did not cover the range of secular subjects fully and study programmes for learners over the age of 16 were limited. The schemes of work did not take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan.
- The action plan submitted to the Department for Education (DfE) did not provide enough detail to guarantee that the actions proposed would be successfully implemented. There was no indication of how staff would be expected to deliver the schemes of work.
- Leaders have produced a draft curriculum policy. This has been updated to meet the independent school standards. However, the schemes of work have not yet been completed in line with the timescale proposed in the action plan. Leaders are drawing on the support of external advisers and expertise from an outstanding special school in Oldham to assist with the schemes of work. They have set a realistic timescale for full implementation of new schemes of work at the start of the next academic year.
- The action plan still does not include details of how leaders will ensure that schemes of work are implemented effectively and how teaching will take full account of the ages, aptitudes and needs of all pupils.
- Study programmes for learners over 16 are being reviewed and some positive changes have been made. Leaders are now ensuring that learners over the age of 16 can take accredited qualifications within their capability. Where appropriate, they are teaching GCSE courses in English and mathematics and ASDAN courses to develop learners' personal and employability skills.

Paragraphs 2(2)(d)(ii)

- This standard remains unmet.
- At the previous inspection, the standard was unmet because pupils were not given

sufficient opportunities to broaden their understanding of differences between people based on their culture, religion, gender, gender identity and sexual orientation.

- The action plan submitted to the DfE did not show how leaders would check and evaluate that pupils gained an understanding of such differences.
- Leaders have plans to promote pupils' understanding and respect for people with protected characteristics appropriate to their ability, but these plans have not yet been implemented.
- Pupils receive effective education in other aspects of personal, social and health development through the social and emotional aspects of learning programme and in religious studies. Pupils show respect for each other and everyone in school. Sex and relationships education has been introduced for older pupils.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)

- This standard is now met.
- At the previous inspection, the standard was unmet because learners over the age of 16 did not have access to independent, impartial careers advice and guidance. They did not have appropriate work experience placements and were not able to make informed choices about their career options.
- The action plan submitted to the DfE did not explain how the success of actions to improve careers education would be measured or the cost implications to the school.
- Leaders and governors acted quickly to employ an impartial careers adviser to work with learners. They have also developed links with a local employment agency that serves Manchester's Jewish community. Each learner has received personalised advice and guidance.
- Learners are now receiving support to develop relevant work-related skills in lessons. For example, they have been supported to write and submit their curriculum vitae. Where appropriate, learners have been provided with work experience that enables them to develop their skills. Learners are very positive about the improvements made to this aspect of their education. They feel that their aspirations are supported well.

Paragraph 3, 3(a), 3(c)

- This standard remains unmet.
- At the previous inspection, the standard was unmet because the quality of teaching in subjects such as English, mathematics, history, science and geography was too varied. Teaching did not develop pupils' ability to read, write, speak, listen and understand mathematics sufficiently. Assessment was not used effectively to build on previous learning and identify next steps in learning. Some teaching did not engage pupils' interest and work was not matched well to their different starting points and abilities.
- The action plan submitted to the DfE did not explain what leaders would do to improve teaching or how they would evaluate the quality and impact of teaching.
- Leaders have not addressed the issues raised in the evaluation of the action plan. They have not considered fully how the improvements in teaching will be brought about and the curriculum is not yet developed sufficiently to provide breadth and depth in learning in secular subjects.

- Pupils still do not have sufficient opportunities to apply their learning in varied activities and different contexts. Many pupils need to repeat learning in order to consolidate what they know. However, the activities provided for them to do this are not varied or stimulating enough to help them to deepen their knowledge and develop their skills further.
- Resources are not used as effectively as they could be in some classes to provide pupils with further support and add interest to their learning. Teaching assistants and additional adults are not routinely deployed to make the best use of their skills.
- Some improvements to teaching and learning have been secured. The books of younger pupils show more breadth in the subjects being covered than was reported by the previous inspection. Younger pupils are now being provided with more opportunities to write and apply their knowledge.
- Leaders have introduced a more effective approach to assessment. They are using a new system to chart pupils' small steps in learning and to ensure that their learning targets are revised appropriately. This is being used consistently by teachers and is having a positive effect on pupils' progress.
- Leaders are seeking out external support to improve teaching. There is also some effective practice within the school that could be shared, for example in the deployment of teaching assistants and in the use of resources. Although the work to improve teaching is at early stages, leaders are starting to build capacity to secure the necessary improvements.

Part 3. Welfare, health and safety of pupils

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

- This standard is now met.
- The standard was unmet at the previous inspection because leaders were unaware of the most recent statutory requirements for keeping children safe. The safeguarding policy did not have regard to guidance on keeping children safe in education. The school's policy and practice for preventing radicalisation were underdeveloped and staff had not had training in this area. The school's records of safeguarding concerns and behaviour were not sufficiently robust.
- The action plan submitted to the DfE did not indicate how staff would be made aware of their responsibilities.
- Leaders and governors have acted quickly to update their knowledge and understanding of safeguarding issues and legislation. The safeguarding policy has been updated and now complies with requirements.
- Leaders have ensured that staff have had safeguarding training appropriate to their roles and responsibilities and the designated lead for safeguarding has undertaken enhanced training. All staff have read and affirmed their understanding of the latest guidance outlined in Part 1 of 'Keeping children safe in education'.
- Further training is currently being undertaken in the 'Prevent' duty. An external adviser is working with staff to develop their skills in supporting pupils to understand risks

associated with extremist views and radicalisation.

- Leaders have ensured that more robust records are kept of any safeguarding or behavioural concerns. They have engaged appropriately with outside agencies.
- The school has commissioned a safeguarding audit from Manchester local authority. This thorough audit has supported leaders to ensure that all requirements are now met. It provides a useful framework for further checks.
- A complaint made to the DfE also raised some concerns about the well-being of pupils. During this inspection, there was no evidence to uphold the concerns detailed in the complaint. Pupils are happy, and say that they feel safe and that adults care for them well. Staff do all they can to make sure that pupils are safe and secure. Staff have positive relationships with the pupils. Pupils behave with consideration towards each other.

Paragraph 9, 9(c)

- This standard is now met.
- The standard was unmet at the previous inspection because leaders had not set out the sanctions that were to be used in the event of pupils' misbehaviour. The school's anti-bullying policy did not contain sufficient detail, for example regarding prejudice-based bullying.
- The action plan submitted to the DfE did not indicate how consistency of expectation for behaviour would be ensured or how the impact of sanctions would be monitored.
- All classes now keep a behaviour log that includes a record of any sanctions used and their effect. Teachers have been provided with clear guidance on what sanctions can be used, in what circumstances, and how they should be recorded. The focus in the school's behaviour policy is on preventative strategies and the reinforcement of positive behaviour. Staff and pupils uphold the policy successfully and serious misbehaviour is extremely rare. The behaviour and anti-bullying policies are in the process of being updated.

Paragraph 14

- This standard continues to be met.
- The DfE commissioned a review of the standard relating to the supervision of pupils following the complaint that was made after the previous inspection.
- There are suitable levels of staffing, including individualised support for most pupils. Staff are deployed effectively to support pupils' special educational needs and disabilities and ensure their welfare. There was no evidence to suggest that pupils are not properly supervised.

Paragraph 15

- This standard is now met.
- The previous inspection found this standard to be unmet because the school's admission register did not contain all the required details and pupils' attendance was not analysed systematically.
- The admission and attendance registers are now maintained as required by regulations.

Part 6. Provision of information

Paragraph 32(1), 32(1)(c)

- This standard is now met.
- The standard was not met at the previous inspection because the school did not have a compliant safeguarding policy.
- The safeguarding policy is now compliant and is provided for parents on request.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b)

- This standard remains unmet.
- The standard was not met at the previous inspection because leaders were not aware of the independent school standards. They did not have sufficient knowledge and skills to ensure that they were all met. The procedures to check on and improve teaching were not effective and planning for school improvement was weak.
- Leaders are now fully aware of the independent school standards and the statutory requirements. Leaders have a better understanding of what they need to do to meet them. They have tackled the weaknesses in careers education and safeguarding and ensure that pupils are safe and secure. However, several standards remain unmet.
- School improvement planning lacks clarity about how improvements to the curriculum and teaching and learning will be secured. Improvement plans do not yet explain how leaders will measure the success of their actions. The school's action plan to address the weaknesses has not been revised since it was submitted to the DfE.
- Leaders have a lot of relevant information about the quality of teaching and learning based on their observations of teaching and checks on pupils' progress. However, they are not using this information effectively to analyse strengths and weaknesses in teaching and to identify what needs to be done to improve teaching further.
- The procedures to manage teachers' performance do not take sufficient account of the information from leaders' checks on teaching and pupils' progress. Teachers are not provided with performance targets that would improve their teaching or develop their roles.
- Leaders, governors and the trust board are drawing on external support and advice effectively. They have commissioned an audit of their safeguarding procedures from Manchester local authority. This has helped to ensure that all safeguarding requirements are now met. They have employed external consultants to support curriculum development and improvements in teaching and learning. Leaders are seeking out support from an outstanding special school in the development of monitoring and evaluation and planning for improvement. The impact of support from consultants and school partnerships is at very early stages but it is adding expertise and capacity to secure further improvements to leadership.

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 unmet at this inspection

- 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 the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2)(d)(ii)).
- The proprietor must ensure that the 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; involves well-planned lessons and effective teaching methods, activities and management of class time (paragraphs 3, 3(a), 3(c)).
- 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 (paragraphs 34(1), 34(1)(a), 34(1)(b)).

The school now meets the following independent school standards

- The proprietor must ensure for pupils receiving secondary education, 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 arrangements to safeguard and promote the welfare of pupils at the school have regard to any guidance issued by the Secretary of State (paragraphs 7, 7(b)).
- The proprietor must promote good behaviour among pupils by ensuring that a record is kept of the sanctions imposed upon pupils for serious misbehaviour (paragraphs 9, 9(c)).
- The proprietor must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).
- The proprietor must ensure that particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school's internet website or, where no such website exists, are provided to parents on request (paragraphs 32(1), 32(1)(c)).

School details

Unique reference number	135027
DfE registration number	352/6062
Inspection number	10035525

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	Independent special school
School status	Independent special school
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	16
Of which, number on roll in sixth form	3
Number of part-time pupils	1
Proprietor	T'mimei Lev
Chair	Mr Gershon Glickman
Headteacher	Mrs Yael Chocron
Annual fees (day pupils)	£25,000
Telephone number	0161 795 2253
Website	None
Email address	torah tots@btconnect.com
Date of previous standard inspection	8–10 November 2016

Information about this school

- The Manchester Jewish School for Special Education is housed in a Jewish community centre in north Manchester. It is owned by a charity that also operates under the name of T'mimei Lev. It has a trust board with three members, including the chair of governors.
- The vast majority of pupils have an education, health and care plan or a statement of special educational needs. Most pupils have moderate learning difficulties and some have

more complex needs.

- Torah Tots nursery operates from the same building and is led by the same headteacher and board of trustees. The nursery is inspected separately and the most recent report can be found on the Ofsted website.
- The school is registered for pupils aged from four years, although the youngest currently in school are aged eight.
- The school is registered for boys and girls although at the time of the inspection all 16 pupils on roll were boys.
- Pupils attend for four and a half days a week. The school also offers after-school facilities each evening and Sunday mornings.
- The school's action plan was evaluated on 6 March 2017 and was judged not to be acceptable.
- This was the first monitoring inspection of the school to check on its progress in meeting the independent school standards that were judged to be unmet in the inspection in November 2016.
- This inspection was undertaken without notice to the school.

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 the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the school's first monitoring inspection and was conducted at no notice to the school.
- The inspector also considered standards relating to a complaint that had been made to the DfE.
- The inspector met with the headteacher, deputy headteacher and two external advisers. She met with a group of pupils aged 16 and over and spoke with other pupils during lessons.
- The inspector observed teaching and learning and sampled pupils' work in classes.
- The inspector looked at a range of documentary evidence, including the school's improvement plans, pupil progress tracking, assessment information, performance management, monitoring of teaching, and admission and attendance registers. She also looked at a range of safeguarding documents including behaviour logs, case studies, the single central record and the safeguarding policy.

Inspection team

Jean Olsson-Law, lead inspector

Ofsted Inspector

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