

Tashbar of Manchester

20 Upper Park Road, Salford, Lancashire M7 4HL

Inspection dates

14–16 November 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leadership and management of the school requires improvement. Leaders' analysis of the information they hold about pupil and staff performance is not strong.
- Teaching requires improvement due to inconsistencies in teachers' expectations of pupils, particularly those who are most-able. In some subjects, particularly English and science, pupils do not consistently receive the challenge they need to develop their knowledge to a greater depth.
- Pupils have limited opportunities to engage with the wider communities to enhance their understanding and knowledge of the world around them.
- Leaders' self-evaluation and strategic planning lack detail and are imprecise. The new structure of management has led to some limitations in leaders' strategic oversight.
- Pupils' progress and attainment in secular subjects in key stage 1 and key stage 2 are below what they should be, particularly in English and science.
- Despite making good progress from their starting points, a lower than average proportion of pupils leave the early years having achieved a good level of development.

The school has the following strengths

- The early years provides a good start for pupils entering the school. Effective teaching and good leadership promote pupils' learning well.
- Pupils' behaviour and conduct is of a high standard. They are respectful, polite and courteous to each other and visitors. Pupils are eager and inquisitive learners.
- This is an inclusive school that values the views of pupils and parents. Respect and tolerance for all, including those with protected characteristics, are promoted well.
- Pupils attend well and rarely miss a day of school. They say they enjoy school, feel safe and like the help that teachers give them.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - developing systems that provide leaders with a coordinated, clear and precise strategic oversight of the school's performance
 - ensuring that leaders reaffirm and embed the lines of accountability in school, including those within the senior management team, to consistently hold teachers closely to account for their impact on pupils' learning
 - developing senior leaders' skills in analysis to enable them to make best use of the information they hold on pupils' progress and the quality of teaching to improve the school's development planning.
- Enhance the personal development, behaviour and welfare of pupils by expanding the opportunities provided for them to engage with the wider community.
- Improve the quality of teaching, learning and assessment to ensure:
 - greater consistency of high-quality teaching between the kodesh and the secular curriculum
 - that pupils' rates of progress in secular subjects accelerates, particularly in writing and science
 - that pupils have greater opportunities to develop their skills of scientific enquiry through practical work
 - that most-able pupils consistently receive the level of challenge they need to develop their knowledge and understanding at greater depth.
- Ensure that greater proportions of pupils leave the early years having attained a good level of development.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders have ensured that all of the independent school standards are met.
- Together, members of the school's senior management team carry out the role of the headteacher. Each member of the team has clearly identified responsibilities relating to particular aspects or areas of the school for which they lead. They share a common vision to provide the best education for the boys attending the school that is rooted in the school's ethos. However, many of the team are relatively inexperienced in their roles as leaders and managers. This, coupled with a failure to coordinate actions and ensure that things happen in a timely fashion, has led to a watering down of how staff are consistently held to account for their impact on learning. Consequently, there is limited strategic oversight and some inconsistencies in the implementation of policies.
- Some leaders do not yet have a secure understanding of the secular curriculum in the areas for which they are responsible. Consequently, they find it more difficult to analyse and evaluate the quality and impact of teaching. As a result, self-evaluation and the resultant school development planning lacks some of the detail and precision needed to promote improvement. Teachers are not held to account well enough for the quality of their work.
- Leaders' own recognition of their need to improve has resulted in the right actions being taken to address their areas of weakness. Leaders actively seek and draw upon the expertise of high-quality leaders from other local independent schools within their community. These leaders work closely with the senior management team as mentors. Their support is having a positive impact on improving the quality of management and leadership.
- Leaders have improved the quality of tracking and the assessment of pupils' achievement since the last inspection. Consequently, they have access to large amounts of information about pupils' attainment and progress, particularly in secular subjects. Teachers with responsibilities for year groups or key stages, particularly in key stage 1 and the early years, use this data well to monitor the progress that pupils make.
- Leaders ensure that they meet the requirement to provide information for parents, carers and others on request, including those required by the standards on the proprietary company's website.
- This is a caring school which strongly promotes pupils' understanding of fundamental British values. Pupils learn about a range of faiths and cultures through a broad curriculum that prepares them well for life within British society. They develop strong spiritual, moral, social and cultural understanding. Leaders ensure that the school promotes equality well, including the promotion of respect and understanding of all the protected characteristics. Pupils have some opportunities to learn about life beyond their own local community, such as from trips to the Peak District and to Manchester's museum of science and industry.
- Teachers value the professional development provided by the leadership of the school. Recent development opportunities have supported some teachers to learn more about the implementation of better teaching strategies and the new national curriculum. The

cultivation of links with other schools, including a local maintained primary school, has enabled a number of Tashbar teachers to develop their practice through visits to see other teachers at work. All staff receive up-to-date training in safeguarding.

- The curriculum in all departments is broad and balanced. Many subjects are taught through the kodesh curriculum every morning. The secular curriculum, taught mainly in the afternoon, covers a wide range of subjects, including art, science and the humanities.
- The school budget does not receive any additional pupil premium. No pupils are identified as disadvantaged.
- Leaders and the proprietor ensure that the school makes good use of the additional funding it receives for the small number of pupils who have education, health and care plans. These pupils are fully included in the school family and receive appropriate support to promote their learning.
- Leaders keep up-to-date records and logs of events within the school. This includes those that record incidents of bullying, use of physical restraint by staff and/or serious behaviour incidents. Records are detailed, well maintained and include the recording of outcomes or actions.
- Leaders ensure that parents are well informed about the attainment and progress of their children through effective communication. Parents overwhelmingly support the school and recognise that their views are valued and appropriately acted upon by staff. These views were typified in one of many written comments received by inspectors that stated, 'I am always listened to and matters are dealt with. They [the staff] don't deny problems but deal with them.'

Governance

- The school does not have a governing body.
- The proprietor has ensured that all the independent school standards are met.
- The proprietor maintains the property to a sufficiently high standard. The school site is large and contains many buildings. It is safe, clean and tidy. The standards of lighting and acoustics are appropriate for a school. The school has a good range of resources to meet the needs of pupils who attend the school.
- The proprietor takes rapid and appropriate action to promote improvement. This includes the development of the quality of leadership and management in the school using experienced leadership mentors to support the senior management team. He also takes effective action to address gaps in his own knowledge of education by seeking impartial advice from appropriately experienced school leaders.

Safeguarding

- The arrangements for safeguarding are effective.
- School managers and the proprietor have ensured that safeguarding arrangements are fit for purpose and are followed meticulously.
- The school's safeguarding policy takes account of current government guidance. Statutory checks are carried out on the suitability of staff to work with children, including those staff who originate from overseas. Policies are available to parents from the main school

office in the absence of a website.

- Managers and the proprietor have taken appropriate actions to ensure that the school is a safe and secure place in which pupils can learn. Carefully controlled access ensures that pupils remain safe and secure during their time in school.
- Effective training ensures that staff have up-to-date knowledge of safeguarding and are vigilant about the potential risks pupils may face. Records are fit for purpose and meticulously kept. Leaders share information with parents and appropriate authorities effectively to ensure pupils' safety.
- The proprietor has ensured that the school's connection to the internet is appropriately monitored and filtered.

Quality of teaching, learning and assessment

Requires improvement

- Jewish studies are a strength of the school. Many aspects of other subjects are taught, or effectively promoted, through these studies.
- Most teachers, including those who are part time, have positive relationships with pupils.
- Teachers' expectations of their pupils are inconsistent. Many teachers, particularly those who teach Jewish studies or who work in the early years, have high expectations and are keen to see all pupils achieve their full potential. However, a number of teachers do not expect enough of their most-able pupils and set work that is too easy for them. Many teachers do not expect high enough standards in the pride pupils show in their work. As a result, the presentation in pupils' books is sometimes poor. This is particularly the case in secular subjects where the levels of challenge by teachers is inconsistent.
- The quality of feedback provided by teachers to enable pupils to improve their knowledge and understanding is inconsistent and does not reflect the school's policy. Some new, innovative and better-quality feedback and guidance strategies are evident in some year groups. However, these are not systematically implemented or consistent across the school.
- Many teachers plan sequences of lessons which systematically develop pupils' knowledge and understanding, particularly in mathematics and in Jewish studies. However, some teachers, particularly in secular subjects, do not routinely take into account the range of abilities in each class when planning lessons. Consequently, most-able pupils sometimes find the work too easy.
- The methodical teaching of mathematics across the school promotes pupils' knowledge and understanding effectively. Teachers demonstrate secure knowledge of the subject. Some teachers use their analysis of ongoing assessment to amend their planning to meet the needs of pupils and tackle misconceptions. This ensures that pupils keep up with their learning. However, in some classes, this is not the case. When this happens, teachers do not have high enough expectations to ensure that the most able are routinely challenged to apply their skills to investigations that deepen their knowledge and understanding.
- The teaching of science is predominantly knowledge based. Pupils do cover a wide range of scientific topics and say they enjoy the subject. However, work in books shows that pupils have limited opportunities to apply their knowledge and develop their scientific enquiry skills through practical investigations.

- Teachers typically use questioning well to encourage pupils to explain their answers and, on occasions, take the lead in helping their peers to complete tasks or overcome misconceptions.
- Teaching assistants are well deployed to support teaching, particularly in lower age groups. In the early years, teaching assistants demonstrate secure subject knowledge of phonics and high-quality questioning that they use well to lead learning.
- The teaching of Jewish studies (kodesh) is of a high standard. Teachers are secure in their knowledge of the subject and passionate about its delivery. They exhibit high expectations of their pupils and promote learning well, using a variety of strategies.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Teachers, including those who are part time, have excellent relationships with pupils and a desire to see all pupils achieve their very best.
- Pupils say they enjoy coming to school because their teachers help them. Pupils found it difficult to identify what they would want to improve in school. They particularly like the opportunities to visit the countryside, a regular event in school. For example, pupils spoke fondly of their visit to see the caves of Edale in the Peak District national park.
- Leaders and teachers capitalise on their positive relationships with pupils and parents and actively promote fundamental British values. These include the promotion of respect, tolerance and an understanding of British institutions. Pupils develop their understanding of democracy through their engagement in public debates and votes to choose things like the names for the school rabbits. Pupils frequently visit a local home for the elderly and welcome pupils from local special schools who visit during the school's Purim festival and carnival.
- There is a strong school ethos underpinned by the Jewish faith and culture. This enables pupils to develop as confident and self-assured learners who are inquisitive and eager to learn. Leaders, staff and pupils embrace Hebrew teaching and immerse themselves in the culture and tradition of their faith while also demonstrating a respectful understanding of other religions and cultures.
- Pupils know how to keep safe in the community and beyond because of effective teaching and appropriate advice from visitors, such as the local emergency services. During the very popular and well-organised after-school club, pupils develop skills such as first aid that help them contribute to their community.
- Pupils exhibit a good understanding of, and respect for, the choices made by others within wider society. This includes those related to the protected characteristics as defined in the Equalities Act. However, the opportunities for pupils to expand their experiences of the wider world are limited.

Behaviour

- The behaviour of pupils is good.
- Pupils, from the youngest to the final years typically demonstrate respectful behaviour

and high standards of conduct around the school.

- Pupils are polite and respectful and behaviour is exemplary. Those that spoke with inspectors said they feel very safe and happy. Pupils interact well with each other and with supervising adults on the playground. Pupils who have special educational needs (SEN) and/or disabilities are fully included and valued by their peers in class and at play.
- Attendance is high for all groups of learners, including those who have SEN and/or disabilities. Pupils value their education and rarely have a day off.
- Pastoral support is good. Pupils say that teachers help them to learn and deal with any concerns they might have. As a result, the standard of behaviour is good and the use of severe punishments, such as exclusion, is rare but, when necessary, fairly applied.
- Most pupils have good attitudes to learning. They are inquisitive and demonstrate a thirst for knowledge. However, on occasions, when the quality of teaching is not of a high enough standard, a few pupils can become bored and disengage from their learning.

Outcomes for pupils

Requires improvement

- Inconsistent teaching has an impact on pupils' outcomes. Consequently, the progress pupils make and the attainment reached by pupils require improvement.
- In the early years, children make good progress from their starting points. However, some do not close the gaps in their development relating to communication, language and literacy skills. This is particularly the case relating to formal speaking. Consequently, the proportion of pupils who attained a good level of development in the 2017 assessments was below the national average.
- In key stage 1 and key stage 2, pupils attain well and make clear progress in Jewish studies because this is well taught. However, this is not the case in secular subjects where the standards attained in the end of key stage national assessments in reading and spelling, punctuation and English grammar were below the national averages. Recently appointed senior teachers in these year groups are aware of the need to improve the standard of teaching of secular subjects and are taking the right actions to do so. However, work in pupils' books show that these actions have not yet had the desired impact on the progress and outcomes of pupils.
- Mathematics outcomes are much stronger across the school. In the 2017 end of key stage national assessments for key stage 1 and key stage 2, the proportion of pupils attaining expected standards was much higher than in other subjects. At the end of key stage 2, the proportion was close to the national average.
- Work in pupils books shows that pupils make less progress where teaching is not strong. It also highlights that most-able pupils do not always receive the level of challenge they need to develop their knowledge and understanding at greater depth in subjects such as reading and science. Consequently, the proportion of pupils who attain at greater depth is lower than the national average in these subjects.
- Pupils read widely and often. Those that met with inspectors were eloquent, accurate in their reading skills, and able to discuss their books.

Early years provision

Good

- Leadership in the early years is strong. Senior teachers have a good understanding of the strengths and weaknesses of their department. They have a clear vision for improvement and have identified the correct priorities to focus upon. Leaders' actions since the last inspection have brought about considerable improvements to the quality of the learning environment. Teachers now interact more with children.
- Children are polite and courteous. They are eager to learn and play, and collaborate well together. Children swiftly develop their inquisitiveness and social skills. They were keen to engage with inspectors to share their new knowledge of the story of Esau and his hairy hand.
- The quality of teaching is good. Teachers have secure, and often strong, knowledge of the early years curriculum. They make good use of links between subjects in the secular curriculum and Jewish studies to grab children's attention and interest. Activities are well planned. They engage children in learning and strongly promote the development of children's practical skills. Teachers demonstrate a good understanding of phonics and use this well to promote good speech and the development of spelling and reading skills.
- There is excellent communication with parents, who are keen to support their children's learning at home. Those parents who spoke with inspectors were quick to praise the communication between home and school. Parents eagerly articulated how early years staff went the extra mile to respond to concerns and to give advice to help their children learn.
- Children are kept safe because well-trained and vigilant staff implement the school's safeguarding policies well and act quickly to address any concerns. Effective partnerships with external agencies and other schools exist and staff are well trained. Children receive the appropriate support they need to thrive, make good progress and behave well.
- Leaders ensure that all welfare regulations are met. The environment is secure, safe, well-resourced and well maintained.
- Children enter the school with a wide range of levels of development. Most enter the Nursery and Reception classes with a level of development that is typical in most areas of learning. However, many children exhibit weaker levels of development in those areas of learning linked to communication, language and literacy. Children make good progress from their starting points and attain well in nearly all areas of learning. However, on leaving the early years, some children still have some gaps in language and speaking. Consequently, the proportion of children attaining a good level of development is below the national average. Early years leaders have identified this issue relating to communication and language and are taking appropriate actions to address it.

School details

Unique reference number	106002
DfE registration number	355/6024
Inspection number	10026001

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	Other independent school
School category	Independent school
Age range of pupils	3 to 12
Gender of pupils	Boys
Number of pupils on the school roll	521
Number of part-time pupils	None
Proprietor	M Bengio
Nominated senior manager	T Dresner
Annual fees (day pupils)	Voluntary contribution
Telephone number	01617 208254
Website	The school does not have a website
Email address	tashbarm7@gmail.com
Date of previous inspection	13–14 March 2012

Information about this school

- Tashbar Manchester is an independent Orthodox Jewish day school for boys aged from three to 12 years. There are no 12-year-old pupils attending the school.
- The school serves a growing Jewish community in the Greater Manchester area. Pupils are predominantly White British and all have an Orthodox Jewish background. The majority of boys speak English as their first language.
- The school is open six days a week from Sunday to Friday. The school aims 'to provide an excellent education guided by giving over the principles of a true Toradik Chinuch' (Torah education).
- The school's leadership structure has recently changed. The school is now led by a senior

management team of five senior teachers. Each leader has clearly defined responsibilities. The nominated representative of the senior management team is named in the school details section of this report.

- Leaders are supported by the local authority and two local independent school headteachers who act as leadership mentors for the management team. Leaders and other leaders in school work with other Jewish schools and a local maintained primary school.
- The school uses no alternative provision.

Information about this inspection

- This inspection was conducted with one day's notice to the school.
- Inspectors observed learning throughout the school, checked the school's compliance with the independent school standards and looked at samples of pupils' work across a range of subjects.
- Inspectors held meetings with the proprietor, leaders, and teachers in the school. Inspectors also met with two serving headteachers of local schools who are acting as leadership mentors for the newly established senior management team. Inspectors met formally and informally with pupils.
- Inspectors scrutinised a range of school documentation, including policies, school development planning, documentation relating to training and information about the progress, behaviour and attendance of pupils in the school. They looked at the school's single central record of pre-employment checks and checked other documentation associated with safeguarding. Inspectors evaluated the school's culture of safeguarding.
- Inspectors considered parents' responses to the online questionnaire, Parent View. Inspectors also took into account the written submissions from the parental questionnaire organised by the school and letters from parents. Inspectors scrutinised the responses to the staff questionnaire. There were no responses to the pupils' online questionnaire.
- Inspectors made a thorough tour of the school to check compliance with the independent school standards.

Inspection team

John Nixon, lead inspector	Her Majesty's Inspector
Bernard Robinson	Ofsted Inspector
Mark Burgess	Ofsted Inspector

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