

Manchester Jewish School for Special Education

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

Inspection dates

9 May 2018

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i)

- At the previous inspection in November 2016, inspectors found this standard was not met because curriculum plans and schemes of work did not contain enough detail to ensure that teachers were able to teach effectively.
- At the progress monitoring inspection in June 2017, the standard remained unmet. Although leaders had produced a draft curriculum policy, the schemes of work had not been completed.
- The action plan evaluation of December 2017 judged that the standard was unlikely to be met as the plan did not include details of how leaders would implement the schemes of work effectively, and how teaching would take full account of the ages and aptitudes and needs of all pupils.
- The appointment of a new deputy headteacher in the autumn term has brought about a new drive for improvement. Leaders have worked with colleagues from a neighbouring school to share ideas and expertise. The new curriculum is broad and balanced. Well-planned learning activities ensure that pupils' academic and personal, social, health and emotional needs are met. They have the opportunity to learn new skills and apply these skills in activities that ignite their imaginations.
- The new curriculum is enhanced by detailed schemes of work for each subject, including science, history, geography and personal, social, health and emotional development. Schemes of work have been implemented effectively. Individual curriculum pathways ensure that planned learning activities are appropriate for pupils and take full account of their ages, aptitudes and needs. Pupils who spoke with the inspector said they enjoyed school, especially the swimming and cookery sessions.
- Leaders have ensured that pupils' individual needs are included in the 'pen portraits', which complement each pupil's individual education plan. Leaders work effectively with other professionals and outside agencies. Pupils receive the help that they need, which contributes to the good progress that they make. For example, some pupils benefit from working with animals, and receiving support from occupational therapists and speech and language therapists.

- Leaders have ensured that older pupils have the opportunity to work towards accreditations with Award Scheme Development and Accreditation Network courses to develop pupils' personal and employability skills.
- Leaders have ensured that older pupils have the opportunity to work towards GCSE courses in English and mathematics.
- This standard is now met.

Paragraphs 2(2)(d)(ii)

- At the previous inspection in November 2016, inspectors found this standard was not met because pupils were not given sufficient opportunities to broaden their understanding of differences between people based on their culture, religion, gender and sexual orientation.
- The action plan evaluation of December 2017, judged that the standard was unlikely to be met as the plan did not show how leaders would check and evaluate that pupils had gained an understanding of such differences.
- At the progress monitoring inspection in June 2017, the standard was unmet because plans to promote pupils' understanding and respect for people with protected characteristics appropriate to their ability had not been implemented.
- Leaders have developed policies and schemes of work, for example for British values. These policies now pay proper regard to all protected characteristics, including sexual orientation. Through carefully planned learning activities, pupils are given the opportunities to broaden their understanding and respect for people that are appropriate to their ability and understanding. For example, through the theme 'people who help us' pupils have welcomed visitors, and made visits, within the wider community. Pupils who spoke to the inspector were able to talk about how people are all different and all good at different things. High levels of respect are fostered well throughout the school.
- Positive relationships and respect for each other are modelled appropriately by staff. Pupils are polite and well mannered. They share, take turns and listen to each other. They share ideas and respect classmates' opinions. They take pride in their achievements and the achievements of their friends.
- Older pupils are becoming more aware of their place in the local community and how they can contribute to helping people less fortunate than themselves. For example, they arranged a visit from the local Member of Parliament to discuss issues affecting their community, and they are planning a summer carnival as a fundraising event. Pupils' ambitions include being the prime minister one day.
- This standard is now met.

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

- At the previous inspection in November 2016, inspectors found this standard was not met because the quality of teaching in subjects, such as English, mathematics, history and geography, was too varied.
- The action plan evaluation of December 2017, judged that the standard was unlikely to

be met as the plan did not explain what leaders would do to improve teaching or how they would evaluate the quality of teaching.

- At the progress monitoring inspection in June 2017, the standard was unmet because leaders had not addressed the issues raised in the action plan. Leaders had not considered fully how the improvements in teaching would be brought about and the curriculum was not developed sufficiently to provide breadth and depth in learning in secular subjects.
- The quality of teaching has improved since the last inspection. Leaders ensure that staff have the skills and knowledge to plan learning that meets the needs and abilities of the pupils. Staff receive training and appreciate the opportunity to share their ideas and expertise with colleagues, including colleagues from the neighbouring specialist school.
- Leaders have ensured that the appropriate resources are available, particularly for reading, mathematics and practical activities. Support staff are deployed effectively. Pupils receive the help that they need to achieve academically. Their individual needs are met effectively by skilled staff.
- Activities are carefully designed to meet pupils' needs and ignite their interests. For example pupils are very excited about the visit from the community police officer as part of their topic on people who help us in the community.
- Pupils have the opportunities to apply the skills that they have learned. For example, work on sequencing stories in class has been developed further by the speech and language therapist. Pupils created their own stories verbally using picture cards. Pupils then wrote their own stories and included illustrations.
- Work in pupils' books and in their learning journals show that teachers use assessment information effectively to identify the next steps in pupils learning. Pupils take pride in their work and make good progress from their starting points. Assessment information shows that the majority of pupils are making good progress.
- This standard is now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 32(1), 32(1)(c)

- At the previous inspection in November 2016, inspectors found this standard was not met because leaders were unaware of the most recent statutory requirements for keeping children safe. The school's policy and practice for preventing radicalisation were underdeveloped and staff had not received training in this area.
- The action plan evaluation of December 2017 judged the standard was unlikely to be met as the plan did not indicate how staff would be made aware of their responsibilities.
- At the progress monitoring inspection in June 2017, the standard was met. This was because staff receive regular training on issues related to safeguarding. This includes training on radicalisation and how to keep pupils safe. Staff understand the policy and know what process to follow if they have any concerns about a pupil's well-being. The school's safeguarding policy remains up to date and refers to current guidance issued by the Secretary of State.

- The safeguarding policy is provided for parents and carers on request.
- This standard is met.

Part 8. Quality of leadership in and management of schools

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

- At the previous inspection in November 2016, inspectors found this standard was not met because leaders had not ensured that all the independent school standards had been met.
- At the progress monitoring previous inspection in June 2017, the standard was unmet. Although leaders had tackled the standards relating to weaknesses in careers education and safeguarding to ensure that pupils are safe and secure, several of the standards remained unmet.
- The action plan evaluation of December 2017, judged that the standard was unlikely to be met as the plan lacked clarity about how improvements in the curriculum and teaching and learning were to be secured.
- Leaders have tackled the weaknesses identified at the last inspection effectively. Leaders are reflective in their evaluation of the school. They have accurately identified the school's strengths and have developed detailed plans for improvement.
- Leaders monitor teachers' performance regularly. They have identified accurately what needs to be done to improve the quality of teaching. They ensure teachers' professional development is focused on improving their skills and knowledge, as well as improving outcomes for pupils. Staff receive training and share their ideas and expertise with colleagues, including colleagues from the neighbouring specialist school.
- Leaders place a high priority on safeguarding. Pupils' safety and welfare is at the heart of everything that they do. Leaders ensure that all relevant checks are made on staff before staff work with pupils.
- Procedures and protocols are fit for purpose and understood by staff. For example, any unexplained absences from school are followed up on the morning of the first day of absence. Any safeguarding concerns about a pupil are reported to the designated safeguarding lead immediately. Leaders ensure that staff and governors receive training that is updated regularly.
- This standard is now met.

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 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 now meets the following independent school standards

- 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 (paragraph 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)).

School details

Unique reference number	135027
DfE registration number	352/6062
Inspection number	10054033

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	15
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 7952253
Website	None
Email address	torahtots@btconnect.com
Date of previous standard inspection	22 June 2017

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.
- The school has a manager and a deputy headteacher. The deputy headteacher has been in post since October 2017.

- All pupils who currently attend the school have an education, health and care plan. Most pupils have moderate learning difficulties and some have more complex needs.
- All the pupils belong to the Jewish community.
- Pupils currently at the school reside in four neighbouring local authorities.
- Torah Tots nursery operates from the same building and is led by the same manager 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 to 19 years. The youngest pupil currently in school is aged 10.
- The school is registered for 16 boys and girls. At the time of the inspection the 15 pupils on roll were boys.
- Pupils attend for four and a half days a week. The school also offers after-school facilities each evening until 4.30pm and Sunday mornings.

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 it was judged to not comply with at its previous inspection.
- This was the school's second monitoring inspection since the monitoring inspection in June 2017. It was conducted at no notice to the school.
- The inspector met with the manager, the newly appointed deputy headteacher and the leader responsible for the provision for pupils who have special educational needs. She also met with members of staff formally and the chair of the governing body. She met with a group of pupils 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 own evaluation, improvement plans, pupils' progress tracking, assessment information, performance management, curriculum plans and schemes of work, as well as admissions and attendance registers. She also looked at a range of safeguarding documents, including the single central record and the safeguarding policy.

Inspection team

Amanda Stringer, lead inspector

Her Majesty's Inspector

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