

Aim Habonim

51 Rigby Street, Salford M7 4NX

Inspection dates

19–21 June 2018

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

Summary of key findings for parents and pupils

This is a good school

- Leaders have sustained good teaching and learning and outstanding personal development, behaviour and welfare as the school has expanded. They have ensured that all the independent school standards are met.
- Governors are committed to improving pupils' life chances. Their commitment and ambition for pupils is shared by all staff.
- Highly positive relationships between staff and pupils are a key factor in the school's success. Staff are respectful and caring towards pupils.
- Pupils thrive in the safe and encouraging atmosphere. They are highly motivated and become increasingly confident and self-reliant.
- Good-quality, individualised teaching meets pupils' needs effectively. Teachers plan activities carefully to build on pupils' strengths.
- The school's integration of therapy, education and personal development ensures that pupils make good progress from their varied starting points.
- Good provision in the early years supports children to build on their skills successfully. Practitioners assess children's learning accurately and plan interesting experiences.
- Good teaching and highly effective personal development extend to the sixth form. Students are supported to follow their interests, develop their talents and build on their skills successfully.
- Occasionally, teaching is not honed as effectively as it could be to help pupils achieve the targets in their individual education plans.
- At times, pupils who are most able do not work at the pace best suited to their ability. Their progress, while good, is not as rapid as it could be.
- Leaders know the strengths and development areas well. For example, they are rightly developing outdoor learning. However, leaders do not have a consistent approach to checking the impact of teaching on learning.

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?

- Develop the procedures to check on and evaluate the impact of teaching on learning so that they:
 - are used consistently by all leaders
 - provide teachers with clear actions to develop their practice.
- Continue to develop the outdoor areas of pupils of all ages, so they provide rich and stimulating learning experiences.
- Hone teaching so that pupils make even better progress, by:
 - planning activities and making the most of opportunities to support pupils to achieve targets in their individual education plans
 - ensuring that the most able pupils are engaged in learning at a pace and standard suited to their ability.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have established a nurturing environment where pupils grow in confidence and develop their skills successfully. Leaders have high ambitions for pupils focused on improving their life chances and ensuring their well-being. They ensure that all independent school standards are met.
- The headteacher is the driving force in the school and is extremely well respected by staff and parents and carers. She is supported well by other leaders and staff, who are committed and dedicated. As one governor said, 'Staff put their hearts and souls into their work.'
- Staff questionnaires are highly positive, with parents stating, for example, 'Leadership and management do all they can to help children achieve their best, such as bringing in therapists and equipment.'
- The school has a holistic approach, which meets the needs of pupils successfully. Leaders invest in specialist support from outside agencies, including specialists in speech and language, occupational therapy, physiotherapy and psychotherapy to support pupils and staff. Provision integrates therapy, education and the development of personal and life skills skilfully.
- Pupils' individual needs are assessed accurately. This is reflected in the fact that all referrals for an education, health and care plan have been followed through by the local authority.
- The curriculum is planned effectively to give pupils a range of experiences and stimulate their thinking skills. Each pupil receives a personalised education to meet their education and therapeutic needs. Pupils' core skills in language, literacy, numeracy and information and technology are promoted well. They are supplemented with interesting activities to develop pupils' scientific, creative and problem-solving skills.
- Leaders have extended the curriculum effectively to cater for the current students aged 16 to 19 years of age and have detailed plans to extend it further. The curriculum already provides broad experiences and is adapted skilfully to meet students' individual learning and personal needs in the 16 to 19 provision. The planned extensions to the curriculum are appropriate to meet the needs of these students as they grow older. In particular, the plans for learners' careers education and guidance provides for extensive work experience and development of students' work-related and life skills.
- Pupils' personal development and independence is promoted highly effectively in all areas of the curriculum. Pupils are encouraged to make choices and do as much as possible for themselves. They are prepared well for life in British society beyond school.
- Pupils' spiritual, moral, social and cultural development is successfully integrated into teaching and therapy. It is enhanced through themed weeks, events and trips out of school. For example, pupils learn about traditions, foods and celebrations associated with different faiths and cultures from visitors to the school during themed weeks. Pupils of all ages are encouraged to be independent and use their initiative and supported to make informed choices. There is a strong emphasis on spiritual development through the

Jewish faith.

- British values are integrated into the work of the school, as well as being taught explicitly. 'Respect' is at the heart of the school's work. Staff show great respect for pupils and ensure their dignity in all interactions. Pupils are taught about protected characteristics set out in the 2010 Equality Act in a way that is appropriate to their understanding. They show respect for people from different faiths and cultures and for those with protected characteristics.
- Partnership working is a strength. Leaders work closely with mainstream and special schools within the Jewish community to learn from and support best practice. The school has particularly close links with Yesoiday Hatorah School and Karem Shliome, ensuring that pupils who are dual registered at these schools have continuity in their learning. Pupils also benefit from attending events at the mainstream schools.
- A mark of the school's success is the fact that pupils make sufficient progress to transfer to mainstream school. Transition is planned meticulously, to ensure that pupils can continue to thrive in mainstream provision.
- Governors bring in specialists to support teachers and leaders. As well as therapists, they employ a family support worker, who liaises effectively with outside agencies to provide families with early help where needed. A consultant provides effective support to senior leaders in evaluating the work of the school and specialists are brought in to supplement the work of teachers, for example in music and sewing.
- Staff develop highly constructive relationships with parents. They communicate on a daily basis and support parents to reinforce pupils' learning at home. Parents are extremely positive about the school's work, stating, for example, 'staff cater for all the children's needs brilliantly' and 'staff go beyond the call of duty in caring for children and motivating them to do well'.
- Leaders' evaluation of the school's strengths and development areas is accurate and supports school development planning effectively. Leaders have sustained good teaching and learning and outstanding personal development and care for pupils. This has been achieved with several changes to staffing.
- The headteacher's verbal feedback following her observations of teaching is incisive and supports teaching staff to reflect on their practice and adapt it. However, there is not a consistent, coherent approach to checking the impact of teaching on learning by all leaders. For example, they do not always report on how well teaching is matched to pupils' abilities or how well it addresses pupils' individual education plan targets. Staff do not all have clear action points to help them improve their practice.

Governance

- Governance is provided by a governing body, chaired by the proprietor.
- Governors have an avid moral purpose to improve the life chances of children who have special educational needs (SEN) and/or disabilities within the community. They constantly seek to improve and extend facilities.

- Governors are committed to providing a holistic education for pupils. They invest in specialist expertise and resources to meet pupils' needs fully.
- Governors have the knowledge and skills to challenge leaders and support the work of the school effectively. They know the school extremely well and all the pupils in it. They ensure that they attend training to keep their knowledge and skills up to date.
- Governors are committed to providing professional development for staff. For example, training from therapists supports staff in meeting pupils' individual needs. Staff are encouraged to attend training, for example in dealing with different needs and understanding medical conditions.

Safeguarding

- The arrangements for safeguarding are effective.
- Staff and governors are vigilant in ensuring that safeguarding procedures are thorough and pupils are safe. Leaders ensure that staff complete a range of training, including safeguarding, 'Prevent' duty, first aid, fire safety, crisis intervention, physical restraint and safe handling. Staff are consequently well informed and understand their responsibilities fully.
- Safeguarding and related policies are updated regularly and take account of government guidelines. Staff follow them through effectively. The school does not have a website but the prospectus outlines how parents can access all school policies. Key policies are provided to parents on registration of their child. All necessary information is made available to local authorities who fund pupils' education, health and care (EHC) plans.
- The school premises are safe and secure. They are well equipped to meet the needs of pupils, some of whom have profound and multiple learning difficulties.
- Pupils are nurtured and cared for so they feel safe in school. Leaders engage effectively with parents and schools where pupils have dual registration to ensure that pupils are supported and safe in different contexts.

The school's application to make a material change to its registration

- The Department for Education (DfE) commissioned the inspector to consider the school's application to make a material change to its registration by increasing the maximum age of pupils to 25. This increase is to cater for current pupils.
- The DfE asked the inspector to consider specifically the independent school standards relating to the curriculum, the quality of teaching, the evaluation of pupil performance, pupils' spiritual, moral, social and cultural development and leadership and management.
- Leaders and managers have sustained good teaching and learning and outstanding personal development, behaviour and welfare as the school has expanded. The school is likely to continue to meet all the relevant independent school standards if the material change is implemented.

Quality of teaching, learning and assessment

Good

- Good-quality, individualised teaching meets pupils' needs well. Most pupils have at least one key worker, who has an in-depth knowledge of what each pupil finds difficult and what helps them to learn. Teaching is planned carefully to minimise barriers and build on strengths.
- Teachers assess and plan pupils' learning against success criteria that identify achievable steps. This supports pupils to experience success and build on their knowledge and skills steadily.
- Pupils' literacy and mathematical skills are developed well. Leaders have invested in good-quality resources and training to support teachers in teaching literacy and mathematics. They are being used and adapted successfully to secure pupils' good progress. Phonics teaching effectively develops pupils' understanding of the sounds letter make and supports their reading well. Mathematical skills are developed effectively in a range of contexts, including in the outdoors.
- Pupils' communication and language skills are successfully developed in teaching across the curriculum. Pupils' understanding of vocabulary is reinforced in all activities. Teachers make good use of technology to aid pupils' communication, visualisation and understanding.
- Teaching is enhanced by therapy sessions provided by specialists. Teachers attend the sessions and become skilled in reinforcing therapy in class-based sessions.
- Pupils who have profound and multiple learning difficulties are effectively engaged in learning and enjoy a range of activities. For example, when listening to a 'sensory' story, pupils used their senses to smell spices, acted out baking a cake and communicated their wishes effectively.
- Pupils' EHC plan and individual education plan targets are used to guide planning. Achievement of these targets is reviewed termly. This supports pupils to make good progress. There are times, however, when teaching is not honed as well as it could be to meet these targets.
- Occasionally, the most able pupils work at the pace of pupils who need more time and support to complete tasks. Consequently, they spend some time waiting for further instruction and are not always challenged to the extent of their capability.
- All of the independent school standards for teaching are met and it is likely they will continue to be met if the material change is implemented. Governors invest in ensuring every pupil's needs can be met through buying in specialist support, specialised teachers, therapy and resources. The 16 to 19 provision meets the needs of students very well. This level of investment and personalised teaching will continue into the provision for 19- to 25-year-olds.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The highly positive relationships between staff and pupils are a key factor in the success of the school. Staff are respectful and caring towards pupils. Pupils thrive in their care and grow in confidence and self-esteem.
- Teachers encourage pupils to do whatever they can for themselves. Pupils are encouraged to make choices, think through problems and assert their views, and they do so competently. Pupils become increasingly self-reliant and are rightly proud of their many achievements.
- School staff and therapists work together constructively to promote pupils' physical and mental health. Staff praise pupils constantly to reinforce positive behaviours. They know the pupils extremely well and minimise potential barriers to learning or causes of anxiety.
- The sensory room provides a wonderful, peaceful environment where pupils can relax. For example, pupils who have profound and multiple learning difficulties thoroughly enjoyed listening to music and responding to rhythm.
- Pupils are free from bullying and safe in school. Staff are skilled in meeting pupils' holistic needs, including, for example, in safe moving and handling. Pupils are also taught about risks outside school and develop a good understanding of how to keep themselves safe and healthy. There is a strong focus on ensuring that pupils know how to keep themselves safe when using the internet.
- Older pupils receive outstanding careers advice and are helped to develop work-related skills. Pupils are encouraged and supported to use their talents and pursue their aspirations. They are taken out for visits to places that interest them, for example to the pharmacy and bakery, to experience a working environment and talk about their aspirations.
- There are excellent procedures to ensure the safety and well-being of pupils who are dual registered or educated off-site. Pupils' attendance is followed up diligently. Staff work closely with mainstream schools and families to ensure that pupils are kept safe and have continuity in their learning and personal development.
- A family support worker works closely with families, providing early help where families are vulnerable or facing challenging circumstances. Home visits are arranged and, where appropriate, referrals are made to other agencies to arrange respite or support. This supports families in keeping children safe in the home.

Behaviour

- The behaviour of pupils is outstanding.
- Staff's continuous focus on praise and reinforcement helps pupils to develop positive behaviours for learning. Pupils are highly motivated and have excellent attitudes towards all they do in school.
- Staff encourage pupils to cooperate in shared tasks. Pupils do this exceptionally well.

They are highly respectful of each other and enjoy working together.

- Pupils trust staff and feel at ease in the school. Pupils who have challenging behaviour learn to manage their behaviour and minimise their anxiety. There have not been any exclusions of pupils since the school opened.
- Pupils' enjoyment is reflected in their outstanding attendance: they rarely miss a day. Parents are similarly enthusiastic about the school's work and the impact it has on their children's self-esteem and behaviour. Many said that their children look forward to coming to school every day.

Outcomes for pupils

Good

- Pupils make good progress from their different starting points. The personalised curriculum supports pupils to build on their knowledge and skills in steps appropriate to their ability. Some pupils require small steps in learning, others are able to work within the national curriculum age-related expectations.
- Pupils make particularly good progress in developing their communication and reading skills. Pupils use their phonic knowledge and growing understanding of vocabulary to read widely. They experience a wide range of books, through independent or assisted reading. Pupils' fine motor and writing skills are developed effectively through a range of media, using paper and pens or technology.
- Pupils' progress in mathematics has quickened since the last inspection, due to more effective teaching and resources. In Year 1, for example, pupils worked on number bonds to 10 and sorting activities using a range of resources that held their interest.
- Pupils are supported to study for qualifications tailored to their interests and abilities. These range from AQA Unit Awards, Award Scheme Development and Accreditation Network (ASDAN) awards, National Vocational Qualification (NVQ) and GCSE.
- Vocational and life and work-related learning is a strength in the school. Pupils are supported to develop independence and work-related skills from the early stages.
- Leaders evaluate pupils' progress and review provision for them regularly through termly reviews of their EHC plans and individual education plans. Pupils are encouraged to give their views on their progress and aspirations and provision is adapted accordingly.
- Occasionally, the most able pupils in a teaching group do not work at the pace or standard best suited to their ability. They are not always challenged by their work so their progress, while good, is not as rapid as it could be.
- Pupils' good progress in learning, their growing independence, broad experiences and excellent personal development prepare them well for their next steps.

Early years provision

Good

- Most of the children who enter the Reception class have previously attended the co-located early years provision under the same management. They have varying starting points and a range of SEN and/or disabilities. Staff plan their transition to the Reception class with a great deal of care. They help children feel confident as they settle in and

make sure their needs are catered for.

- Children's personal needs and abilities are well known from the start, due to the good transition procedures. Practitioners assess their developing knowledge and skills accurately. They plan interesting activities and experiences to help children build on their skills successfully.
- All statutory requirements relating to welfare, health and safety and all independent school standards are met. Children feel safe and secure in the welcoming setting. Staff are well qualified and trained in safeguarding and first aid. The staffing ratio exceeds statutory requirements.
- Children's personal, social and emotional development is outstanding. Key workers develop trusting and constructive relationships with the children in their care. Children learn and play together happily. They are highly motivated, exceptionally well behaved and develop excellent attitudes to learning.
- Practitioners know each child well and adapt teaching effectively to meet their individual needs. Children benefit from regular therapy sessions and strategies used in therapy are reinforced effectively in learning sessions. The development of children's expressive communication is a key focus in all areas of learning and practitioners support it well. Children are prepared well for the next stage in their learning.
- Children make good progress in all areas of learning as a result of good teaching and careful planning. Children have a range of stimulating activities to choose from and receive effective direct teaching in group and individual sessions. Occasionally, however, as in the main school, the most able children wait for others to catch up rather than work at their own pace.
- Children experience a broad curriculum that is enriched with interesting experiences. Children enjoy looking after the chickens and rabbits, for example, in the large animal enclosure. Children enjoy choosing from a wide range of activities that cover all areas of learning. Resources are renewed regularly and are of good quality.
- The outdoor area provides children with a good space for outdoor play and is especially effective in promoting the development of gross motor skills. As in the rest of the school, the development of the outdoor area is a focus for improvement in the school's action planning. Currently, there are few opportunities for children to investigate, discover and experiment in the outdoors.
- Good leadership in the early years ensures that good provision is sustained. Leaders observe practice and provide verbal feedback to practitioners regularly. They provide opportunities for practitioners to visit other schools for inspiration. Leaders' monitoring informs action planning accurately. As in the rest of the school, feedback to practitioners is not sharply focused on the impact of provision on children's achievement.
- Partnership with parents is a key strength. Practitioners work closely with families to plan activities and ensure continuity in approaches towards personal care, at home and school. Parents receive progress reports at the end of each week, and in more detail each term, so they know what their child has covered and can build on the activities at home. Parents' views are welcomed and acted on wherever possible. Parents are highly pleased with the provision. They say, for example, 'My child is excited to come to school and thriving in this wonderful atmosphere.'

Sixth form provision

Good

- The 16 to 19 provision enables students who are unable to access college provision, due to their SEN and/or disabilities, to continue studying. Good leadership ensures the same personalised support that is evident in the rest of the school extends to older students.
- Work to promote students' personal development, behaviour and welfare is outstanding. Students feel safe and are safe. They are excellent role models for behaviour and contribute positively to the nurturing ethos of the school.
- The promotion of independent living and work-related skills is a key focus in this provision. For example, students go shopping, learn to budget for themselves and do their own banking. They planned a very successful 'mother and daughter evening' in school, planning the menu and engaging a guest speaker.
- Teachers plan and adapt the curriculum carefully to enable students to follow their interests and build on their skills. A student with a talent for baking has been supported to set up a small business baking and selling snacks, for example. The school had bought in a teacher who specialises in sewing to support another student in making clothes. The results of both enterprises are impressive.
- Students have access to a range of qualifications suited to their abilities and aspirations. These include courses in childcare, home cooking, health and hygiene. Students' functional literacy and mathematical skills are promoted effectively in focused lessons and across the curriculum. Where appropriate, students are able to complete GCSE qualifications.
- Students receive excellent advice on future careers and are supported to develop their skills accordingly. They have work experience opportunities within school, working with younger pupils, for example. Students' work experience outside of school has been limited to date but there are plans to extend work in the future.

School details

Unique reference number	135633
DfE registration number	355/6056
Inspection number	10048595

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.

The inspection of the school's provision in relation to the material change that the school has applied to make, was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent special school
School category	Independent school
Age range of pupils	4 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	26
Of which, number on roll in sixth form	2
Number of part-time pupils	8
Proprietor	Mr David Leaman
Chair	Mr David Leaman
Headteacher	Mrs H Harris
Annual fees (day pupils)	£28,000 to £37,500
Telephone number	0161 7050020
Website	Not applicable
Email address	admin@aimhabonim.com
Date of previous inspection	May 2015

Information about this school

- Aim Habonim is an independent specialist day school that provides education for boys and girls aged from four to 19 years who are severely disabled or have profound and multiple learning difficulties.
- Pupils are from the Jewish community in Salford, Bury and Manchester. The school offers an education which it describes as 'sensitive to pupils' religious and cultural requirements'.
- The school is located on the ground floor of a community building which has other organisations operating from the upper floor. A childcare and early years provision is co-located with the school, which has the same proprietor and is led and managed by the same leadership team and governing body. The early years provision is registered and inspected separately. The last inspection of the early years provision was January 2017.
- This inspection considered the early years provision for children in the Reception class and provision for pupils from age five to 19 years. There are currently 62 pupils on roll in total, including 36 children in early years provision that is inspected separately. There are 26 pupils in classes that were inspected during this inspection. The school is registered for up to 80 pupils, including children in the early years provision.
- All pupils in the school have special educational needs and two thirds have education, health and care plans.
- There are eight part-time pupils who are dual registered with Karem Shliome or Yesoiday Hatorah School.
- Education is provided off-site for pupils who are unable to attend the school.
- The last standard inspection of the school took place in May 2015.

Information about this inspection

- The inspector observed the school's work and checked compliance with the independent school standards.
- The inspector observed teaching and learning and carried out a scrutiny of pupils' work. She spoke with pupils about their work and gained their views of the school.
- The inspector met with governors and the proprietor, headteacher and deputy headteacher, special educational needs coordinator and middle leaders.
- The inspector evaluated the school's documentation, including school policies, monitoring, self-evaluation and improvement planning and examined the school's safeguarding procedures.
- The inspector took parents' views into account with reference to one response to Parent View, the Ofsted online questionnaire, several discussions with parents and 16 written responses. She also considered 17 questionnaires from staff.
- The inspector considered the school's application for a material change to its registration as part of this inspection, to increase the maximum age range to 25. The increase is to cater for two current pupils, so there is no requirement for any additional capacity at this stage.

Inspection team

Jean Olsson-Law, lead inspector

Ofsted Inspector

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