

Talmud Torah Chinuch Norim

Wellington Street East, Salford, Manchester M7 2AU

Inspection dates

12–14 June 2018

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	Requires improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leaders have improved the chol curriculum (secular studies). However, expectations are not high enough, particularly in reading, writing and mathematics. As a result, pupils do not make as much progress as they could.
- Leaders' and governors' knowledge of the progress of pupils is limited. They do not have a strategic overview of pupils' achievement.
- Teachers do not offer pupils sufficient opportunities to write for different purposes and at length, nor do they develop pupils' interest in reading enough.
- Some teachers do not have a good enough knowledge of chol subjects to challenge pupils.
- At times, pupils are not extended to think more deeply about their learning, particularly in mathematics, where there are not enough opportunities to solve challenging problems.
- Assessment information in early years is not always used effectively to match activities to children's precise learning needs.
- Children in early years do not hear and learn spoken English regularly enough. Resources to support a love of reading in English are limited.
- Adults in early years lack confidence in their phonics knowledge.
- By the time children leave Reception, their chol learning is unbalanced.

The school has the following strengths

- The proprietor and leaders have ensured that the independent school standards are now met.
- The teaching of the kodesh curriculum (religious studies) is of a high standard.
- Pupils are well mannered and have a keen sense of fun. They are proud of their school. Pupils enjoy school and attendance is good.
- Tolerance and respect are central attributes in this inclusive school.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Improve the quality and consistency of teaching, in order to raise the achievement of pupils in reading, writing and mathematics by making sure that teachers:
 - provide more opportunities for pupils to practise their skills in writing and regularly attempt longer pieces of work
 - offer more opportunities for pupils to develop a pleasure in reading, particularly to stretch the skills and interest of good readers
 - extend and challenge pupils to reason and think more deeply about what they are learning, particularly in applying their mathematical skills to problem-solving
 - ensure that teachers are confident in their subject knowledge so that they can offer learning that is challenging to pupils.
- Improve the progress of children in the early years by:
 - using information gathered from assessments to plan a curriculum and activities that more closely support children's learning and next steps
 - increasing adults' confidence in teaching phonics so that children acquire phonics knowledge more systematically and apply these skills to reading and writing in English
 - increasing the opportunities for children to hear and learn spoken English, particularly in Reception
 - further increasing the range of resources available to children so that they can develop a love of reading
 - exploring further ways that the kodesh and chol curriculum can complement each other, ensuring that they are well balanced.
- Improve the impact of leadership and management by:
 - continuing to develop the chol curriculum, particularly in reading, writing and mathematics, so that it more closely matches the standards of work typical of other schools
 - further developing assessment, so that leaders have a strategic overview of how well all pupils are doing and what they need to do to improve further, compared to pupils of a similar age in other schools.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The proprietor and leaders have ensured that all the independent school standards are met. They have worked diligently to address the standards that were judged to be unmet at the last inspection. They now offer a better standard of education, without compromising their orthodox Jewish heritage.
- Talmud Torah Chinuch Norim requires improvement because the chol curriculum, in particular English and mathematics, does not have high enough expectations of learning. Consequently, it does not equip pupils as well as it could do for the next steps in their education.
- Leaders have worked very hard to establish the chol curriculum and they are pleased with its development in the school so far. However, they have evaluated that it needs further improvement. Standards, particularly in English and mathematics, are too far below those typical in other schools.
- Leaders have improved the quality of tracking and assessment of pupils' achievement since the last inspection. They now have a range of information available to them. They use this effectively to identify individual pupils that need additional support, both in the chol and kodesh curriculum. However, leaders are not using the information they gather effectively enough to gain a strategic overview of how well pupils are doing as a whole. They are also not using this information to compare pupils to those of a similar age in other schools. This includes both children in the early years and pupils in the junior department.
- Leaders in the school are held in high esteem by staff, pupils and parents and carers. Senior leaders have the full backing of the staff team. The school community is united in ensuring that the welfare and nurturing of pupils is a central priority. The school community is also committed to continual improvement, so that the school can offer the best possible education to pupils.
- The school's curriculum is divided between the kodesh and chol subjects. The kodesh curriculum is strong; the chol curriculum is less so, because it is not sufficiently challenging. However, all areas of the curriculum are covered. Some subjects are separate, such as English, mathematics, science and physical education. Other subjects are taught across the curriculum. For example, within a kodesh lesson, Year 7 pupils were asked to design a 'mikveh', a bath used for the purpose of ritual immersion in Judaism. The pupils were highly motivated by this task and used a range of skills and knowledge that included art, mathematics, science, design and technology, and humanities.
- The spiritual, moral, social and cultural development of pupils is at the heart of the school. The school weaves the values of tolerance and mutual respect through every aspect of kodesh and chol teaching, which prepares the pupils well for life in modern Britain. Leaders and teachers promote British values effectively. There are opportunities to talk about and discuss democracy, liberty and the rule of law. For example, pupils took part in a school vote about whether to leave the European Union. Leaders promote equality well, including the respect and understanding of all the protected characteristics. As a result, pupils are thoughtful and respectful of each other and the wider community.

- Leaders have recently developed a regular cycle of checks on the quality of teaching and learning. This has led to an appropriate range of training being offered to staff to support their development of teaching, learning and safeguarding.
- The school budget does not receive any additional funding for pupils who have special educational needs (SEN) and/or disabilities. The SEN lead has been very effective in identifying the additional learning needs of pupils and allocating suitable support within the school. As a result, these pupils make good progress. There are no pupils who receive pupil premium funding nor does the school receive physical education and sports funding.
- The opportunities to involve parents in the school and in their children's learning are highly valued by school leaders. Parents who spoke to the inspector felt very positive about the school in every aspect. There was a great deal of praise from parents for the hard work and dedication of staff, and how they are approachable and care deeply about their sons.
- A small number of pupils have become 13 during this school year. The maximum age registered for pupils at the school is 12.

Governance

- Governors provide effective governance and hold leaders firmly to account for the quality of education.
- The proprietor is also the chair of the governing body and plays a committed and active role in the strategic leadership of the school.
- Governors know the school well and have ensured that all the independent school standards are met, including those standards that were judged to be unmet at the previous inspection.
- The proprietor and governors took effective action to bring about the improvements required following the previous inspection.
- The governors have a good understanding of performance management procedures and support the headteacher in holding staff to account.
- Governors have some understanding about the progress pupils make. However, their understanding is limited, because they do not have the benefit of having a strategic overview of how well pupils are doing as a whole.
- Governors are diligent in their responsibilities to safeguard pupils.

Safeguarding

- The arrangements for safeguarding are effective. Leaders and the proprietor have ensured that all safeguarding policies and procedures are fit for purpose.
- Robust systems to safeguard pupils are in place, which are understood by all staff. Up-to-date and appropriate training for staff is undertaken and is regularly revisited. As a result, staff are clear about procedures and confident to act upon concerns if required.
- Safeguarding is a high priority in the school, particularly the care and welfare of vulnerable pupils. Aspects such as radicalisation and extremism are taken very seriously.

School leaders have taken effective action by making sure that staff are well trained and vigilant regarding these issues. The school's safeguarding policy takes account of current government requirements and is available to parents on request.

- Leaders are persistent in cases where they are concerned for a pupil's welfare. Effective relationships with other agencies and with parents ensures that pupils are kept safe and their welfare needs are met.

Quality of teaching, learning and assessment

Requires improvement

- The quality of teaching has improved a great deal since the last inspection. However, in English and mathematics, the quality of teaching and learning is not consistently good across all year groups. As a result, pupils are not making the progress that they should.
- Teachers provide pupils with too few opportunities to practise their writing skills, particularly the younger pupils. This is because activities are mainly based around basic grammar, punctuation, spelling and comprehension passages, which pupils are often heavily supported in completing. Pupils have little opportunity to write in a variety of styles, such as creatively, or for letter writing, reports, or longer pieces of work. As a result, pupils are not confident in their writing skills and are at a disadvantage when they move to the next stages of their learning.
- Phonics teaching is still a relatively new development in the school for the younger pupils, and, as such, older pupils have not benefited from the approach. This is evident from their hesitancy when coming across new words that they do not have the skills to decode. Despite this, pupils say that they enjoy reading. Leaders' determination to improve reading skills has raised the profile and importance of reading throughout the school. All pupils are offered the opportunity to have personalised support in reading if they fall behind. Assessment evidence confirms that this has been effective in helping them to catch up.
- However, more-able pupils say they would like to read more widely. This is further hampered by the limited number and range of books available for pupils to spark their interest and curiosity or to stretch their skills and thinking.
- Teachers are most confident in their teaching of mathematics, although, at times, the activities that are provided are not sufficiently demanding. As a result, pupils are not stretched and challenged enough in their learning. In particular, pupils do not have sufficient opportunity to apply their skills in problem-solving activities to enable them to think more deeply about their learning.
- In some cases, teachers lack confidence in what they are teaching, because of their incomplete subject knowledge. This was particularly, but not exclusively, evident in English, where teachers tend to be quick to answer the questions for the pupil. As a result, pupils do not get the opportunity to try out their skills, think for themselves or be challenged in their learning. Similarly, a few teachers miss valuable learning opportunities to pick up on pupils' mistakes or misunderstandings, because they are hesitant about their own knowledge, for example when giving scientific explanations.
- Teachers' subject knowledge in kodesh subjects means that they are taught with assurance and enthusiasm. Teachers regularly take up opportunities to teach subjects such as history, mathematics and art, through the kodesh subjects. For example, Year 4

pupils worked in the school and at home to create a 'diorama', a three-dimensional miniature model depicting a scene and activities that Jewish people must refrain from engaging in on the Sabbath. Each pupil lovingly and painstakingly created a detailed, intricate representation. They used their skills to plan, make and construct all the items needed for the model.

- Teachers know pupils very well and have strong, nurturing relationships. They make effective use of the schemes of work to make sure that pupils receive an appropriate coverage of curricular subjects. Teachers seek to make lessons as interesting as possible. They often remind pupils to recall their prior learning and also encourage them to think of examples from their own experience. As a result, pupils' attitude to learning is good, as is the mutual respect between adults and pupils, and with each other.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The importance placed on pupils' personal development and welfare is a strong feature in the school. Staff and governors are conscientious about their responsibility to ensure that the school provides a safe and nurturing environment. Staff treat pupils with consideration and ensure that the school makes everyone feel welcome and valued.
- The Jewish faith and culture underpins the school's ethos. This plays an important part in building pupils' self-esteem and confidence.
- Leaders are mindful that, to meet orthodox Jewish principles, the boys' education is sheltered to some extent. However, pupils have opportunities to reflect on and discuss the broad range of people and experiences within modern British society. Pupils, particularly the older ones, are not naive to the different characteristics that make up modern life in Britain. They feel strongly that attitudes of tolerance and respect are key to being a good citizen. For example, pupils know that families are made up in different ways and are different from their own. When talking to the inspector, older boys demonstrated a profound sense of understanding, respect and tolerance for the range of ways people choose to live.
- Teachers place importance on offering pupils a wide range of experiences, celebrating aspects of spiritual, moral, social and cultural development, and work related to developing British values. For example, pupils recently enjoyed learning about and joining in with the celebrations for the Royal wedding. Older pupils visited a car manufacturing plant and went on a ferry. Pupils know about current affairs such as the bombing in the Manchester arena, the fire at Grenfell Tower and the recent meeting between the presidents of the United States of America and North Korea. They are encouraged to perform plays and debate current affairs. As a result, pupils are considerate and compassionate citizens.
- Pupils who spoke to inspectors were clear about what bullying was and said that incidents were rare. They were confident that teachers dealt with any unkind or negative language towards pupils quickly, but said such behaviour was unusual. They were confident that the member of staff appointed as the 'Bully Chief' would always help them if they had any concerns about behaviour towards them or if they had any other, more personal, worries.

The 'worry boxes' installed around the school are known by all pupils. Those that have used them found that their concerns were dealt with quickly and with sensitivity.

- Pupils were unanimous in their view that they felt safe in school and gave examples of how to keep themselves safe. All parents spoken to felt confident that the school would deal with any behavioural, bullying or pastoral concerns well.

Behaviour

- The behaviour of pupils is good. Pupils conduct themselves well around school. Adults have high expectations for behaviour, and pupils respond well. They are polite and well mannered, but equally have a keen sense of fun and boisterousness at the appropriate time. Consequently, school is an orderly and purposeful place to learn, and also has energy and spirit.
- Pupils are attentive and eager to participate in lessons. When required, they are quick to settle. They value education and have a good attitude towards learning.
- Pupils are fully aware of how to behave and of the consequences of poor behaviour. Incidents of inappropriate behaviour are rare, dealt with quickly by teachers and responded to by pupils appropriately. Adults and pupils know each other very well and relationships are strong. Pupils are responsive and highly respectful towards adults and each other.
- The importance that parents place on education and pupils' enjoyment of school are demonstrated by their good level of attendance, currently above that of other pupils nationally. The systems for monitoring absence are effective. Good and punctual attendance is valued and given a high profile in the school. Very few pupils are persistently absent and these are followed up quickly.

Outcomes for pupils

Requires improvement

- Inconsistencies in the quality of teaching have had an impact on pupils' outcomes in the school curriculum. Consequently, the progress that pupils make and their attainment require improvement.
- Leaders have made a positive start in developing their assessment so that they can compare their pupils with pupils of a similar age nationally. They have done this successfully in mathematics and English at the end of key stages 1 and 2. However, the information gleaned indicates that pupils' attainment is below that typically expected of similar pupils of their age in reading and particularly in writing. Evidence in pupils' English books confirms that progress and attainment in writing are limited.
- Pupils' attainment is just below that typically expected in mathematics at the end of key stage 1. However, by the end of key stage 2, this gap widens, because older pupils are not offered enough challenge. The school's own assessment information indicates that pupils make progress according to the mathematics curriculum that they have devised. However, pupils' books indicate that progress is not as good as it could be. This is because the curriculum is narrow and lacks opportunities to challenge pupils and encourage them to apply their mathematical knowledge and skills. This is not the case everywhere, but the picture is inconsistent. For example, Year 7 pupils have the chance to apply a range of skills and knowledge to project work.

- Pupils develop strong reading skills in Hebrew and Yiddish through their detailed study of religious texts. Leaders have made a concerted effort to check closely and improve pupils' progress in the reading of English. However, the progress of the most able readers in the school lags behind, because they are not being offered books that challenge them sufficiently. For older pupils, the books available to them are not capturing a love of reading and giving them a chance to explore and debate more demanding themes and issues.
- Chol subjects other than English and mathematics, such as geography, history and science, are received enthusiastically by pupils. This supports their wider progress. Older pupils are provided with information about a range of future careers.
- Pupils make good progress in their religious studies. Kodesh teachers equip pupils with high-quality skills and knowledge across the whole kodesh curriculum. As a result, pupils are very confident in this area of learning, approaching it earnestly and with energy. Weekly assessment ensures that pupils are promptly offered intervention opportunities to support them to achieve their best. The school is successful in giving pupils a secure foundation for their further kodesh study.

Early years provision

Requires improvement

- Leaders in early years have improved provision for children effectively over the last two years. It remains that some aspects of leadership and teaching are variable in quality and require improvement.
- Children start early years as they become three years old. The vast majority of children speak English as an additional language.
- The school has worked hard to establish the assessment of children's learning against the national early learning goals. The school's assessments, which are moderated by the local authority, indicate that there have been improvements in the proportion of children that are reaching a good level of development over a two-year period. However, the majority of children are still struggling to meet their early learning goals in most areas of learning and particularly in communication, language and literacy.
- Leaders are not using assessment sufficiently to gain an overview of how well children are doing. In addition, assessment is not used effectively enough when planning the curriculum and activities on a day-to-day basis. Although children enjoy the activities that they are given, adults are not planning activities precisely enough to give children opportunities to practise specific skills that would help them to achieve their early learning goals. As a result, children are not being supported in developing their learning and their next steps as much as they could be.
- Teachers support children's first language development to a high standard. In the pre-Nursery class, teachers are also exposing children successfully to English by alternating what they say, sometimes in Yiddish, sometimes in English. For example, when a boy was constructing a garage for his toy cars, the teacher offered him advice in English to help him build the structure. She then reinforced her suggestion in Yiddish. However, this is not as noticeable elsewhere in early years, most particularly in Reception. Here, teachers predominantly speak Yiddish to children and so they are not offered sufficient opportunities to hear and learn spoken English.

- Teachers teach children to read Hebrew and Yiddish with expertise and devotion. An important improvement in early years has been the introduction of the teaching of reading and particularly phonics. Children enjoy and are keen to engage in these sessions, although some staff lack confidence. This is because there are gaps in their own phonics knowledge. As a result, children are not offered enough opportunities to acquire the correct phonics skills to support them to learn to read and write in English.
- All classrooms have reading corners, but they are not a prominent feature. Children are not enticed to sit in these areas with a book and there are infrequent opportunities for children to hear a book read in English. The books available to children within the school's reading scheme are suitable; however, elsewhere they are limited and often not age or ability appropriate.
- By the time children reach Reception, the opportunity that they have to engage in the chol curriculum is reduced, in favour of the kodesh curriculum. This is in preparation for an important Jewish milestone for the boys as they become five years old. However, this has resulted in an imbalance of opportunity for these children to learn, explore and develop skills that will help them to acquire their early learning goals. Leaders are already beginning to look at how they could redress the weaknesses in the Reception children's curriculum, so that the chol and kodesh curriculum enrich and enhance each other, for example by the chol curriculum channelling the children's exuberance following a highly focused kodesh lesson.
- Early years leaders have brought about some substantial improvements in the early years provision since the last inspection. These include improvements to the overall quality of teaching, better levels of resources and better records of observations on children's development. For example, the quality of the work samples and pertinent comments in children's learning journey files have noticeably increased. Leaders have actively sought appropriate additional support from experienced practitioners in local schools and the local authority. Leaders know the strengths and weaknesses of the provision. They recognise that more improvement is needed, and are eager to continue to develop.
- Where teaching is most effective, the environment and activities are well organised. Routines are well established. Activities are offered to pupils that are fun and engaging. Teachers and teaching assistants ask questions that get children to think about their learning and to develop their language skills. For example, initiated by a child, an adult helped children to create seating on an imaginary aeroplane. Children climbed aboard with their dolls and luggage. They were encouraged by the adult to think about where they wanted to go and what it would be like to fly on this aeroplane.
- Early years meets the independent school standards effectively; safeguarding is effective and welfare requirements met. Risk assessments are thorough, and the classrooms are a safe environment for children. Children's behaviour is good, and adults are quick to provide support to children to help them understand the importance of being polite and treating one another with respect. This is often done through linking kodesh teachings to the good conduct and behaviour expected.
- The gentle manner and sensitive approach of adults is conducive to helping children to settle and enjoy their learning. The strong emphasis on creating a caring and nurturing environment is evident from the positive relationships adults have with children and children have with each other. Staff have strong relationships with parents. Parents

describe the early years as 'caring' and 'friendly'. They are full of praise for how well their children have settled into school and the progress that they have made.

School details

Unique reference number	105993
DfE registration number	355/6007
Inspection number	10048616

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Orthodox Jewish faith school
School category	Independent school
Age range of pupils	3 to 12
Gender of pupils	Boys
Number of pupils on the school roll	309
Number of part-time pupils	52
Proprietor	Rabbi B Waldman
Headteacher	Rabbi Dov Klein
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 792 9292
Website	None
Email address	ttnmanc@gmail.com
Date of previous inspection	5–7 July 2016

Information about this school

- Talmud Torah Chinuch Norim is an independent day school for up to 288 boys aged between three and 12 years. A small number of pupils who started this school year aged 12 are now 13 years old.
- The school serves several orthodox traditions within the Jewish community of Manchester and Salford.
- The school opened in 1955 and moved to new premises in 2016.
- The school is owned and maintained by a charitable trust. Compulsory fees are not charged.
- The school is bilingual. Over half of the pupils speak Yiddish as their first language.
- None of the pupils on the roll has a statement of special educational needs or an education, health and care plan.
- The school aims to 'provide a secure environment which meets the school's stated religious aims'.
- The school previously received a standard inspection in July 2016 and a progress monitoring inspection in June 2017. Unmet independent school standards were identified in both of these inspections.

Information about this inspection

- The inspectors observed learning in a range of classes. They also observed pupils' behaviour in classrooms and assessed the school's promotion of pupils' spiritual, moral, social and cultural development. They observed pupils in the playground and during lunchtimes.
- The inspectors looked at the work in pupils' books and in the learning profiles of children in the early years. An inspector also listened to a number of pupils read.
- The inspectors held meetings with the headteacher, the person responsible for maintaining policies, the head of kodesh studies, the special educational needs coordinator and the early years leader. They also met with the person responsible for maintaining safeguarding, attendance and admissions records.
- The inspector met with two governors, including the chair, who is also the proprietor, and met with an external consultant.
- Three groups of pupils discussed their opinions about the school and their learning with an inspector. Inspectors also spoke informally with pupils around the school.
- The lead inspector took account of 32 responses to a hard copy version of the Ofsted questionnaire for staff.
- The lead inspector met with three parents at the start of the school day and took account of 21 letters and notes sent in by parents to inspectors during the inspection.
- School policies and other documents were examined to check compliance with the independent school standards and to provide other inspection evidence. These included: minutes from meetings; information on pupils' attainment and progress; the school's evaluation of its own performance; and its development plans. Behaviour and attendance records and information relating to safeguarding were also scrutinised.

Inspection team

Sue Eastwood, lead inspector

Mavis Smith

Her Majesty's Inspector

Ofsted Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018