

Manchester Jewish School for Special Education

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

Inspection dates

20–22 November 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
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is a good school

- The headteacher leads with drive and commitment. Her decisive actions have brought about rapid improvements. Staff and governors share her high aspirations and expectations.
- Leaders' self-evaluation is reflective and honest. They have accurately identified the school's strengths and priorities for improvement.
- Leaders have created a calm and nurturing environment in which pupils thrive. Kodesh and secular staff work harmoniously together, which contributes to the good progress pupils make.
- Teachers' accurate use of assessment information enables them to plan activities that build on what pupils can do. Pupils are enthusiastic learners.
- Pupils are beginning to work towards a range of nationally recognised accreditations for curriculum subjects, including English and mathematics. However, it is too soon to measure pupils' achievements.
- Pupils' spiritual, moral, social and cultural development is promoted well. They are prepared well for life in modern Britain through the imaginative range of opportunities leaders provide.
- Most pupils are supported by an education, health and care (EHC) plan. Middle leaders are beginning to improve staff's knowledge and understanding of pupils' complex needs.
- Leaders have designed a curriculum that meets pupils' needs well, particularly their independent skills. Staff are improving opportunities for older pupils, so that they are prepared well for life beyond education.
- Strong relationships are fostered extremely well by adults. This contributes to pupils' positive attitudes to learning and their enjoyment of school.
- Pupils are extremely polite and well mannered. Their behaviour and personal development are outstanding. Pupils' self-esteem and confidence are improving over time because of the bespoke support they receive.
- Parents and carers comment positively about the care and guidance that their children receive from staff.
- Leaders have ensured that all the independent schools standards are 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

Full report

What does the school need to do to improve further?

- Continue to develop the skills of middle leaders so that they are able to improve staff's knowledge and understanding of pupils' complex needs further.
- Further embed the opportunities pupils have to achieve nationally recognised accreditations in a range of curriculum subjects, including English and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- There have been considerable changes in the leadership of the school since the last inspection. Following her appointment, the present headteacher has driven forward much needed improvements to the organisation of the school. Leaders' accurate self-evaluation and sharply-focused development plans identify the priorities for improvement. Supported by the proprietor, the headteacher's swift actions have led to substantial improvements in a short time. Leaders' aspirational expectations are shared by staff and underpin everything that they do.
- Leaders, including the proprietor, ensure that all the independent school standards are met. Policies and procedures are personalised to the work of the school and the complex needs of the pupils. Policies are effective in promoting the school's aims.
- Most pupils are supported by an EHC plan. Leaders work collaboratively with local authorities and other professionals to ensure that pupils' academic, social, emotional and cognitive development are promoted well. Parents, carers and placing authorities receive detailed information about pupils' progress through regular reports.
- Leaders place a high priority on continued professional development for all staff. They work with colleagues in other schools to share good practice and ideas. Leaders for special educational needs and/or disabilities (SEND) are beginning to build on teachers' good subject knowledge by providing additional training for staff. Although teachers are improving their understanding of pupils' complex and individual needs, this remains an area for further development.
- Middle leaders ensure that staff use assessment information effectively. They gather information from a range of sources including other professionals, such as speech and language therapists and occupational therapists. As a result, the next steps in pupils' learning are accurately identified.
- Leaders' high aspirations for pupils' academic achievements are promoted well. Teachers plan opportunities for pupils to achieve nationally recognised qualifications across a range of subjects, including English and mathematics. These qualifications are at an appropriate level for pupils' cognitive development. However, this work is still in its infancy and it is too soon to evaluate the individual achievements of pupils.
- Leaders have designed a broad and balanced curriculum which gives pupils a wide range of experiences and supports their academic and personal needs well. Each pupil's individual curriculum pathway builds on what they know and understand. Teachers set targets for pupils which focus on enabling them to develop their cognitive and sensory skills, as well as their communication ability. Staff recognise that developing pupils' independent skills is paramount.
- The curriculum is delivered through a range of cultural studies which promote pupils' independence skills effectively and contribute to the good progress that pupils make from their starting points. Staff give older pupils the opportunity to develop their independent living skills. Leaders are planning opportunities within the local community to ensure that pupils are even better prepared for life after education.
- Pupils' spiritual, moral, social and cultural development is promoted well through the wide

range of activities leaders provide, including trips and visits to the local community. For example, pupils who spoke to the inspector reflected on the visit to a local home for veterans as part of their work on Armistice Day.

- Adults promote British values effectively. Pupils are developing an appropriate understanding of the rule of law and recognise that rules are there to keep them safe. As members of committees, they are learning how to make decisions that affect others, for example recycling plastics and paper to protect the environment.
- Staff morale is high. Staff speak highly of the inspirational leadership from the headteacher and the changes she has made to the culture and atmosphere in the school.
- Parents commented positively about the changes. 'Our son is well cared for and his educational, social, physical and spiritual needs are well catered for,' typically reflects the views of parents.

Governance

- The proprietor and other members of the governing board bring with them a broad range of skills and knowledge. They attend training to ensure that they remain up to date with safeguarding issues. The proprietor meets with colleagues in other specialist provision to share expertise and ideas. He has high aspirations for the school and is extremely knowledgeable about the priorities for continued improvement
- The proprietors' effective working relationship with leaders enables the governing board to challenge leaders and hold them to account effectively. They check the impact of the actions leaders have taken by visiting school and talking to staff and parents.

Safeguarding

- The arrangements for safeguarding are effective. Records are detailed and securely maintained.
- Leaders ensure that appropriate checks are in place to confirm that adults in the school are suitable to work with children.
- The safeguarding policy meets current requirements and is reviewed and updated regularly. This sets out clear guidance for staff and is shared with parents.
- Staff know how to identify any potential signs of abuse and neglect. They know the procedures to follow if they have any concerns about pupils. Regular updates ensure that staff remain vigilant about any concerns. Leaders ensure that safeguarding pupils is everyone's priority.

Quality of teaching, learning and assessment

Good

- Teachers have created a calm and focused learning environment for pupils. Positive relationships are fostered well, which contribute to pupils' good attitudes to learning. Pupils' behaviour is managed sensitively and respect for each other is modelled well by adults.
- Teachers work with other colleagues, including those in other specialist schools, to share expertise and check that their judgements are accurate. Teachers' good subject

knowledge ensures that they are able to use assessment information effectively to plan the next steps in pupils' learning. Well-crafted activities ignite pupils' interests and imaginations. These meet pupils' needs effectively and provide appropriate challenge and support, particularly in the application of pupils' mathematical knowledge.

- Pupils enjoy the investigation challenges in mathematics. They are able to apply their mathematical knowledge and understanding with growing independence and in practical contexts, such as when they are shopping and preparing their own meals each lunchtime.
- Pupils are beginning to apply their phonic knowledge effectively in their own writing and write for different purposes. For example, as part of their work in history, one pupil wrote, 'Poppies grow on the field, Poppies worn with pride, You must never forget the soldiers.'
- In science, activities are designed carefully to build on pupils' prior knowledge, skills and understanding. For example, work on healthy lifestyles is linked to designing healthy meals and pupils cooking their own lunches.
- Adults are deployed effectively to support pupils' needs. Adults use questions effectively to encourage pupils to refine and verbalise their ideas. This contributes positively to the good progress pupils make from their starting points.
- The training staff receive ensures that they can meet the needs of pupils effectively, including their social and emotional development, well-being and sensory needs.
- The strong emphasis that staff place on developing pupils' communication skills is reflected in lessons. Pupils are actively encouraged to discuss their learning and ideas with adults, particularly during Kodesh studies.
- Pupils are beginning to work towards nationally recognised qualifications in a range of subjects including English and mathematics. Pupils' work shows that the changes leaders have made to the curriculum are beginning to impact positively on pupils' progress.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Staff have created a very caring, safe and secure environment that allows pupils to flourish. They feel extremely safe and well cared for. Pupils' happiness when they are in school is reflected in their smiles. They thoroughly enjoy their learning and eager to share what they are learning with others.
- Staff model high expectations of conduct and the language they expect pupils to use when talking to others. Pupils are extremely respectful, polite and friendly. They conduct themselves well and respond promptly to staff direction. This was particularly important during the fire evacuation practice.
- In lessons, pupils are attentive and show a lot of excitement when they learn new things or receive praise. Pupils are proud of their achievements and celebrate the achievements of others. For example, pupils applauded their congratulations when a correct answer was given during Kodesh studies.
- Leaders are extremely vigilant and proactive in ensuring that pupils are taught extremely

well how to keep themselves safe. Leaders have worked with parents to ensure a consistency in approach and an understanding of how to keep the most vulnerable pupils safe, including the vocabulary that is used. Pupils who spoke to inspectors explained what they would do if they were ever in an uncomfortable situation: 'shout stop, run away and tell'.

- Pupils have a good understanding of the importance of eating sensibly. They are developing the independent skills they need to keep themselves healthy. Through carefully crafted activities, older pupils are supported well in designing their own lunchtime menus. They write a list of the ingredients they need and purchase them from the shop in the community centre. They prepare and cook basic meals with growing confidence, supported well by staff.
- Leaders provide an exciting range of enrichment experiences to raise aspirations and expand opportunities for pupils, including visitors from the local community. For example, visits from 'people who help us' have led to a number of pupils wanting to be paramedics when they are older.
- Pupils understand the impact bullying can have. Staff support pupils very effectively in being able to sustain existing relationships as they grow and change and help them to make new ones.

Behaviour

- The behaviour of pupils is outstanding. Staff are highly skilled in recognising the difference between typical behaviour reflecting pupils' complex needs, and when pupils' behaviour is inappropriate. The training leaders provide for staff enables them to respond extremely well to the needs of each pupil. Consequently, incidents of inappropriate behaviour are rare.
- Relationships throughout the school are extremely positive. Pupils encourage each other and are delighted when one of their friends is successful. Adults and pupils get on exceptionally well together.
- Attendance is high. Leaders respond promptly whenever a pupil is absent from school to check they are safe, and to offer any help to parents if needed. Leaders liaise closely with other settings when pupils are dual registered to check pupils' attendance. Leaders strongly discourage pupils from taking holidays during term.

Outcomes for pupils

Good

- Leaders use assessment information from a range of sources to accurately evaluate the progress pupils make from their starting points. Each pupil has a bespoke curriculum pathway which includes targets agreed with professionals, parents and pupils. These include academic and emotional targets.
- Evidence in pupils' curriculum pathways shows that lessons build effectively on their prior knowledge and understanding. Evidence of pupils' work, including displays and work in pupils' books, indicates clearly that pupils are making good progress from their starting points, particularly in English and mathematics. Photographs are used effectively to record pupils' achievements in a range of other curriculum subjects, such as gardening and

music.

- Application of pupils' knowledge and skills in writing is celebrated on the 'Writing Wow Wall'. For example, a beautifully crafted letter to the headteacher complains about the fact that, despite animals visiting school, pupils still do not have a pet rabbit to take care of.
- Pupils show a deepening understanding of number sequences and number bonds. They use their existing knowledge to tackle mathematical challenges with increasing success.
- Pupils are working towards nationally accredited qualifications with a focus on attainment of knowledge and understanding across all areas of the curriculum at an appropriate level for their cognitive development. Detailed evidence is collected throughout the year, including observations and photographs. Each pupil is working towards an accreditation that meets their needs, interests and cognitive ability with appropriate support and challenge. However, it is too soon to evaluate the impact on pupils' achievements in obtaining qualifications.
- Older pupils receive appropriate independent careers advice and guidance. Leaders are expanding opportunities for these pupils to ensure that they are even better prepared for life beyond education.

School details

Unique reference number	135027
DfE registration number	352/6062
Inspection number	10053727

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 special school
School category	Independent school
Age range of pupils	4 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	15
Number of part-time pupils	1
Proprietor	Gershon Glickman
Chair	Gershon Glickman
Headteacher	Chana Brown
Annual fees (day pupils)	£25,000
Telephone number	01617952253
Website	No applicable
Email address	cbrown@tmimeilev.org.uk
Date of previous inspection	8–10 November 2016

Information about this school

- The Manchester Jewish School for Special Education is housed in a Jewish community centre in north Manchester. It is owned by a charity that also operates under the name of T'mimei Lev. It has a trust board with three members, including the chair of governors.
- The school caters for pupils with SEND. The vast majority of pupils have an education, health and care plan. Most pupils have moderate learning difficulties, and some have more complex needs.
- Torah Tots Nursery operates from the same building and has the same board of trustees. The nursery is inspected separately, and the most recent report can be found on the

Ofsted website.

- The school is registered for pupils aged from four years, although the youngest pupil currently in school at the time of the inspection was aged eight.
- The school does not use any alternative provision.
- The school is registered for boys and girls, although at the time of the inspection all the pupils on roll were boys.
- Pupils attend for four and a half days a week. The school day is shorter on a Friday for religious observance. The school also offers after-school facilities each evening and on Sunday mornings.
- The school officially appointed the present headteacher in August 2018.

Information about this inspection

- This inspection was conducted with one day's notice to the school.
- Inspectors made a through tour of the school and checked the school's compliance with the independent school standards.
- Inspectors scrutinised a range of school documentation including policies, planning, documentation relating to training and information about the progress, behaviour and attendance of pupils in the school. They also looked at the school's single central record and that any risk assessments were appropriate.
- Inspectors visited classrooms to observe teaching, and pupils' learning and behaviour. Inspectors observed and spoke to pupils during lessons and at playtimes. Inspectors met formally with groups of pupils.
- Meetings were held with the headteacher, middle leaders and members of staff. They also met with the proprietor, who is also the chair of the governing board.
- Inspectors took account of the four responses to Parent View, including free-text comments. Inspectors also considered the responses from staff questionnaire. There were no responses to pupil's questionnaires.

Inspection team

Amanda Stringer, lead inspector	Her Majesty's Inspector
Mavis Smith	Ofsted Inspector
Eileen Mulgrew	Her Majesty's Inspector

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