

Talmud Torah Chinuch Norim

Wellington Street East, Salford, Manchester M7 2AU

Inspection dates

26 November 2018

Overall outcome

**The school meets the independent school standards relevant to the material change.
The material change has already been implemented**

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g), 2(2)(h), 2(2)(i)

- Leaders have appropriately revised their curriculum policy. It reflects the increased age range that leaders have applied for within this material change request. Details within the policy emphasise the contribution each subject will make to the spiritual, moral, social and cultural education of pupils. The details of the policy also show that the active promotion of values, such as tolerance, respect and developing pupils' knowledge and understanding of being a British citizen, are an important part of the school's work.
- The curriculum policy is supported by long-term schemes of work for each subject. The depth and detail of the schemes of work and supporting long- and medium-term planning, are suitably thorough for key stage 3. It is evident that leaders have thought carefully about what they want their Year 8 pupils to learn and how it differs from being a pupil in Year 7.
- The curriculum is appropriately broad. Pupils will experience a variety of chol subjects (secular studies), encompassing mathematical, linguistic, scientific, technological, human and social, physical, aesthetic and creative education. All chol subjects are taught with an expectation of using spoken and written English.
- Personal, social and health education (PSHE) is delivered as part of the school's core curriculum. An extensive scheme of work has been developed which links PSHE opportunities through both the chol and kodesh (religious) curriculum. It reflects respect for other people, including with regard to protected characteristics. Pupils will have the opportunity to discuss contemporary topics, such as those related to social media, and online and personal safety and bullying.
- Leaders have well-thought-out plans for the delivery of careers education for its Year 7 and Year 8 pupils. A range of visitors are planned. Information, advice and guidance are intended to be offered impartially, tailored to the individual needs and interests of

pupils and enable them to make informed choices. This will be done in a variety of ways, including structured careers advice provided by an external adviser.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j)

- Leaders already have a large school staff and have not needed to recruit additional staff to accommodate the material change request. Leaders are confident that the present school staff are able to cater for the educational needs of Year 8 pupils.
- Examples of teaching plans were scrutinised by the inspector and appear appropriate for Year 8 pupils. They take into account the aptitudes, needs and prior attainment of pupils. Teaching methods vary and reflect the subject being taught and the individual needs and requirements of pupils.
- The headteacher is an experienced teacher. Other senior leaders within the organisation have a suitable amount of experience of education. The school also regularly accesses additional educational advice and consultancy to support their ongoing curriculum improvements. There is appropriate educational experience available to ensure that teaching is of a suitable quality.

Paragraph 4

- Leaders have made suitable arrangements for the assessment of pupils. These arrangements are aligned with the schemes of work for each subject.
- Pupils are assessed formally on a termly basis. Records are thorough. Teachers and leaders have a good understanding of the progress they expect Year 8 pupils to make across the curriculum. This will be shared regularly with parents and carers and the proprietor. Pupils will also have an opportunity to discuss their progress and assess themselves against their goals. Targets will be set from these assessments and then reviewed regularly.
- All of the standards in this part are met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- Leaders have paid careful attention to statutory guidance. They have put in place all the necessary arrangements to ensure the safeguarding of pupils and to promote the welfare of pupils at the school.
- Leaders have a suitable safeguarding policy in place, it is up to date, reviewed regularly and meets all current statutory requirements. The policy is clear about the duties of staff relating to recording and reporting incidents. The school does not have a website, but the policy is available to parents on request.
- There is a designated safeguarding lead within school. All new staff receive appropriate induction, safeguarding training and regular updates on areas such as radicalisation and extremism, neglect and e-safety. Records of training are thorough and detailed.

Paragraph 9, 9(a), 9(b), 9(c), 10

- Leaders have an appropriate behaviour policy in place and a suitable anti-bullying policy. Any incidents of poor behaviour are logged. Sanctions are appropriate and proportionate. The policy is implemented within a culture of 'understanding the reasons behind behaviours'. A range of rewards are also in place.

Paragraph 11, 12, 13, 16, 16(a), 16(b)

- Leaders have a health and safety policy that is tailored to the school's premises, including the extension. It complies with all relevant laws. The premises have regular fire safety checks and the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- Leaders provided the inspector with an array of policies that are in place within the school. These include first aid, fire safety, data protection and privacy, and the acceptable use of information and communication technology. All of the policies reflect recent developments and meet statutory requirements.
- A risk assessment policy is in place. Detailed risk assessments exist for all educational and extra-curricular activities, including the regular visits to the local leisure centre. There is also a schedule for regular risk assessments of the school building, including the new extension. Leaders use their risk assessments appropriately to identify hazards and to plan and take appropriate actions to mitigate potential risks.
- The security and safety of pupils have been considered as part of the existing school building and new extension. For example, closed-circuit television (CCTV) recording is in operation around the school building. Cameras are located in classrooms, meeting rooms, corridors and at the main entrances to the school building. All cameras have an appropriate, visible sign stating that 'CCTV is in operation'. There is an appropriate policy in place that outlines the purpose and use of the system.

Paragraph 14

- Pupils will be supervised at all times, including at breaktimes, on entering school and on leaving the premises.

Paragraph 15

- Leaders presented the inspector with the policy and systems used to register pupils' admission and attendance. This included procedures to monitor and follow up absence promptly. The inspector also scrutinised current attendance registers.
- Leaders have ensured that all the independent school standards in this part are met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The single central record is already in place and the required checks prescribed in this part of the independent school standards have been undertaken on all staff. This includes all members of the proprietorship and the governance of the school. Checks related to section 128 of the Act and checking staff, governance and the proprietor are free from any prohibition relating to working in, or leading and managing a school, are fully compliant.

- Leaders have completed training to ensure that they only appoint staff who are suitable to work in a school. Comprehensive recruitment and selection procedures include suitable activities to check thoroughly applicants' understanding of safeguarding.
- Leaders are aware of the procedures that they should follow in the event of employing agency staff, although this is unlikely.
- Leaders have ensured that all the independent school standards in this part are met.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)

- The school is located in a purpose-built building completed in 2016. It has recently been significantly extended. The school comprises of a suite of teaching rooms, as well as toilets, a medical room, rooms to give one-to-one or small-group support, meeting rooms and a staff room. All are well furnished, warm and conducive to learning.
- There are appropriate toilet facilities for the sole use of pupils, including a designated disabled toilet. All toilets can be secured from the inside. Sinks for washing hands are located separately to the toilet blocks with running hot and cold water. The hot water is of an appropriate temperature. Pupils have access to drinking water throughout the day.
- Pupils have access to suitable changing and showering facilities at the local leisure centre, which is where pupils attend each week for physical education. It is in close proximity to the school.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- A medical room has been set aside and there are suitable washing facilities and access to a nearby toilet. A bed with blanket and pillow are easily accessible. There is a first-aid kit located in the medical room. Several additional first-aid kits are located around the building.

Paragraph 25, 26, 27, 27(a), 27(b)

- Accommodation throughout is of a good standard and meets all requirements for health, safety and the welfare of pupils, including suitable acoustics and lighting. All teaching rooms have a good source of natural light. The exterior and interior lighting is of a similar good standard. The proposed school has a security system in place, and consequently rooms and facilities are secure, many only accessible with a security key fob.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- The pupils have access to appropriate outdoor space that is secure and allows them to enjoy the fresh air and to play when not in lessons. The school has weekly access for pupils to attend a local leisure centre, located in close proximity to the school. Pupils are timetabled to undertake physical education in accordance with school curriculum requirements.
- All of the standards in this part are met.

Part 8. Quality of leadership in and management of schools

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

- Leaders demonstrate the knowledge and experience to extend the school's upper age range to 13. They have worked effectively and with understanding to adapt policies and schemes of work to accommodate this age group. The large new extension to the existing school building will amply accommodate the increased numbers requested.
- They fulfil their responsibilities to promote the well-being of pupils.
- The quality of their leadership is reflected in ensuring that all of the independent school standards are met in relation to accommodating Year 8 pupils, both physically and educationally.

Schedule 10 of the Equality Act 2010

- The policy for equalities is clear about how leaders will monitor and support the range of different protected characteristics. It is also threaded through a range of policies and is central to the school's personal, social, health and cultural education curriculum.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

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 are relevant to the material change.

School details

Unique reference number	105993
DfE registration number	355/6007
Inspection number	10083775

This inspection 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	Orthodox Jewish faith school
School status	Independent school
Proprietor	Rabbi J Waldman
Headteacher	Rabbi Dov Klein
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 792 9292
Website	None
Email address	ttcnmanc@gmail.com
Date of previous standard inspection	12–14 June 2018

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	3 to 12	3 to 13	3 to 13
Number of pupils on the school roll	313	340	340

Pupils

	School's current position	School's proposal
Gender of pupils	Boys	Boys
Number of full-time pupils of compulsory school age	261	288

Number of part-time pupils	52	Not known
Number of pupils with special educational needs and/or disabilities	None	Not known
Of which, number of pupils with an education, health and care plan	None	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	None	Not known

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	32	32
Number of part-time teaching staff	25	25
Number of staff in the welfare provision	0	0

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, purpose-built premises in 2016. These new premises have been extended further to accommodate this proposed material change request to increase the capacity of the school to 340 pupils.
- 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 roll has an education, health and care plan.
- The school aims to 'provide a secure environment which meets the school's stated religious aims'.

- The school received a standard inspection in June 2018 and was judged as requiring improvement. At the time of this inspection all the independent school standards were met. A previous standard inspection was conducted in July 2016 and a progress monitoring inspection in June 2017. Unmet independent school standards were identified in both of these inspections.
- The school does not use any alternative providers.

Information about this inspection

- This inspection was commissioned in relation to the school's request to change its age range from three to 12 years to three to 13 years. This will allow the school to admit pupils to Year 8. In order to accommodate pupils in this additional year group, the school requested a change to its registered capacity from 288 to 340 pupils.
- The inspection was the first material change inspection concerning these proposed changes.
- The regulatory authority required the inspection to consider parts 1, 3, 5 and 8 of the independent school standards. The lead inspector also checked part 4 of the independent school standards.
- During the inspection, the inspector scrutinised school policies and other documents, including those relating to safeguarding, and the revised curriculum and schemes of work for pupils in Year 8. A tour was made of the school. This included the new school extension which has been built to accommodate the increased numbers of pupils. Discussions were held with the headteacher and the proprietor.

Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

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