

Ateres Elisheva Girls Primary School

Beis Menachem, Park Lane, Salford, Manchester M7 4JD

Inspection dates

22 July 2019

Overall outcome

The school is likely to meet all the independent school standards when it opens

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 prepared an appropriate curriculum policy, which includes a sufficiently broad range of subjects. The details emphasise the contribution each subject will make to pupils' spiritual, moral, social and cultural education. It also makes reference to British values and the full range of protected characteristics.
- Leaders intend to offer both a Kodesh (religious) and Chol (secular) curriculum. Where they naturally occur, these will be combined to provide a meaningful and relevant education to pupils who live in modern Britain. The details also show that the active promotion of values, such as tolerance and respect, and developing pupils' knowledge and understanding of being a British citizen will lie at the core of the school's work.
- The curriculum policy is supported by long-term schemes of work for each subject. The schemes of work and examples of the supporting long-term planning are thorough. It is evident that leaders have thought carefully about what they want pupils to learn during their time at the school. The planning takes into account the specific and individual needs of pupils, some of whom may have special educational needs and/or disabilities (SEND).
- The curriculum is appropriately broad. Pupils will experience a variety of subjects, such as mathematics, reading (including phonics), writing, science and physical education, and a creative curriculum which will include history, geography and art.
- Pupils' personal, social and health education (PSHE) will be regularly timetabled, and this will include the development of life skills and, for example, healthy eating and how to keep themselves safe in a variety of situations. The PSHE topics to be covered are suitably wide-ranging. It is also envisaged that PSHE will be woven into the curriculum as appropriate opportunities and situations arise.

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

- Leaders have not recruited all staff as yet, but a number will transfer from the early years day-care setting already established on the premises. The headteacher has invested in training for herself and staff to ensure that they are appropriately equipped to deliver a key stage 1 curriculum. Leaders have a clear idea of the expertise required and have appropriate expectations of the calibre of teachers and staff needed.
- No short-term teaching plans are yet in place, although templates have been created. Leaders will ask teachers to write these prior to the school opening. These will be prepared to match their subject, teaching methods and the needs of the pupils. This is an appropriate approach at this stage.
- The headteacher is knowledgeable and committed to providing a good-quality education to pupils. She is likely to be able to ensure that teaching is of a suitable quality when the school opens.

Paragraph 4

- Leaders have a suitable assessment policy.
- Pupils' attainment and personal needs will be assessed when they arrive at the school. Their progress and attainment will also be assessed each term. Records are appropriate. Teachers and leaders have a good understanding of the progress they expect pupils to make across the curriculum. They are mindful of pupils' range of abilities and needs. Progress will be shared termly with parents and carers, and those responsible for governance.
- Leaders intend to use the national curriculum. They expect to enter pupils for the national phonics screening test and end of key stage 1 assessments.
- All of the standards in this part are likely to be met when the school opens.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- Documentary evidence indicates that pupils' spiritual, moral, social and cultural development is a thread which runs throughout the proposed provision. The school's aims, schemes of work, policies and plans for enrichment activities all have pupils' spiritual, moral, social and cultural development as a feature.
- School policies place the values of respect and tolerance for 'peoples of all faiths, gender and cultures' as central to the school's ethos. There is reference to the importance of developing pupils' understanding of the diverse range of social and cultural traditions within the United Kingdom and wider world. Policies promote the importance of having a caring attitude, showing kindness and friendship.
- Schemes of work support the development of pupils' skills, broaden their horizons and provide for them to experience a balance of opposing views. Pupils will be able to put into practice the values fundamental to living in Britain. Confirmation of this was seen through the range of children's work already displayed in the corridors and classrooms of the early years day-care setting.

- The school's policies include positive reference to all the protected characteristics set out in legislation.
- The standard in this part is likely to be met when the school opens.

Part 3. Welfare, health and safety of pupils

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

- Leaders have paid appropriate attention to statutory guidance. They have put in place all the necessary arrangements to ensure the safeguarding of pupils and to promote their welfare at the school.
- Leaders have a suitable safeguarding policy in place. It is up to date, will be reviewed regularly and meets all current statutory requirements.
- There will be at least one designated safeguarding lead within the school. All new staff will receive appropriate induction, safeguarding training and regular updates on areas, such as radicalisation and extremism, peer-on-peer abuse and e-safety.

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

- Leaders have a detailed behaviour policy in place and an appropriate anti-bullying policy. Any incidents of poor behaviour can be logged. It is intended these will be cross-referenced with other concerns. Sanctions are appropriate and proportionate. The policy is implemented within a culture of 'nurture'. Staff seek to de-escalate incidents and teach pupils an appropriate range of responses and skills to deal with a situation.

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

- Leaders have a health and safety policy, which is appropriately tailored to the premises of the proposed school. 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 have provided an array of policies to be implemented when the school opens. These include policies on first aid, risk assessment (within a premises management policy) and fire safety. All of these policies reflect recent developments and meet statutory requirements.
- The inspector reviewed examples of risk assessments already carried out and the actions taken to minimise risks for pupils.
- The security and safety of pupils have been considered, for example high fencing securing the playground area. A security guard is positioned at the front of the premises. Access through the main doorway is via a security keypad. All visitors are required to be signed in and out of the building.

Paragraph 14

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

Paragraph 15

- It is intended the majority of pupils will attend school directly from the early years day-care setting on the site. There is a suitable admissions policy for new parents

interested in their child joining the school directly. Leaders presented the inspector with the policy and systems used to register attendance. They have just invested in a comprehensive electronic system. They shared how they propose to monitor ongoing attendance and, where needed, through the governing body evaluating absence on a termly basis.

- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

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 staff already appointed, many of whom will transfer from the early years provision already established on the premises. This includes the headteacher, staff, contractors, the proprietors and chair of the governing body.
- The headteacher has overall responsibility for safeguarding across the school and is trained to a suitably high standard as the designated safeguarding lead. Leaders have completed appropriate training to help them only appoint staff who are suitable to work in a school. There are still a small number of teachers and support staff yet to be appointed.
- The school does not intend to operate with supply teachers. However, leaders are aware of the procedures that they should follow in the event of employing agency staff.
- Leaders are clear about their responsibility for vetting volunteers who might work with pupils.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

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 proposed school is located within a community building used as a synagogue and for a range of community activities out of school times. The school occupies the first floor of the premises and is adjacent to Ateres Elisheva Daycare provision. The suite of rooms that make up the school are for their sole use. The provision comprises of a dedicated suite of rooms for teaching, including toilets, a space for a medical room and staff room, a kitchen and a large area for outdoor recreation and physical education. The school will also have access to the community hall for large indoor

activities or assemblies. All are furnished to an appropriate standard. They are warm and conducive to learning.

- There are appropriate toilet facilities, including a designated disabled toilet. All toilets can be secured from the inside and there is running hot and cold water. The hot water is an appropriate temperature. There are reminder signs of water not being suitable for drinking above each cold water tap. Pupils will have access to drinking water throughout the day.

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

- A suitable medical room has been set aside and there are washing facilities and access to a toilet. A collapsible bed, bedding and first-aid kit are located in the medical room.

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

- Accommodation throughout is of an appropriate 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 an appropriate standard. The school is secure and only accessible via a security key fob pad.

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

- The pupils will have access to an appropriate, secure, large outdoor space which will allow them to enjoy the fresh air and to play when not in lessons. This space will also provide plenty of room for physical education, in accordance with the school's curricular requirements.
- All of the standards in this part are likely to be met when the school opens.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g)

- All the required policies are in place and available to parents, including an up-to-date safeguarding policy. Policies reflect recent legislation and appropriate practice.
- The headteacher is intending to compile a parents' prospectus. It will be user-friendly and provide the reader with appropriate information about the school. In the meantime, a noticeboard has been placed in a prominent area of the school. This provides relevant information for parents and clearly states that copies of policies are available on request.
- Leaders discussed with the inspector their intentions regarding providing reports to parents. They will build on the ones they already send out to the parents of children who attend their early years provision. They give parents a holistic picture of how well their children are progressing, both academically and in terms of aspects of their personal development, such as social and emotional. Leaders are aware that any inspection reports and examination outcomes need to be made available to parents once released.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h) 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The complaints policy is appropriate and contains all of the necessary stages, with timescales and details about written records. The policy is robust and ensures transparency. Copies are available on request.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

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 open a new school. The headteacher is the present headteacher of the early years day-care provision on the same site. She has invested in professional training to equip herself with the knowledge required to educate at key stage 1. Similarly, the proprietor and chair of the governing body have experience of ensuring that standards and requirements are met and maintained in the early years day-care provision. They are likely to fulfil their responsibilities to actively promote the well-being of pupils.
- The quality of their leadership is reflected in ensuring that all of the independent school standards are likely to be consistently met when the school opens.

Schedule 10 of the Equality Act 2010

- The accessibility plan, which was presented, fully reflects the statutory requirements.
- The policy for equalities is clear about leaders' responsibilities to include the range of different protected characteristics, which are also threaded through several policies.
- Equality of opportunity is a prominent feature of the values of this school.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Statutory requirements of the early years foundation stage

- All the statutory requirements for the early years are likely to be met. Staff are suitably qualified and experienced. Policies are in place. These are aligned with other whole-school policies and meet current requirements.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	147208
DfE registration number	355/6012
Inspection number	10113275

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent school
School status	Independent school
Proprietor	Ateres Elisheva Ltd
Chair	Mr N Emanuel
Headteacher	Mrs D Dunner
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 258 7647
Website	None
Email address	atereselisheva@gmail.com
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	2–7	2–7
Number of pupils on the school roll	Not applicable	120	120

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Girls
Number of full-time pupils of compulsory school age	Not applicable	120
Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	Not known
Of which, number of pupils with an education, health and care plan	Not applicable	Not known
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Not known

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	1
Number of part-time teaching staff	Not applicable	20
Number of staff in the welfare provision	Not applicable	15

Information about this proposed school

- The proposed school is a small independent day school, located within the Beis Menachem community building. The building is used as a synagogue out of school hours. Ateres Elisheva Girls is located on the first floor of the premises and is adjacent to Ateres Elisheva Daycare, which is separately registered. The suite of rooms that make up the school are for their sole use.
- It is proposed that the school will provide full-time education for up to 120 female pupils, aged between two to seven years.
- The proposed school will serve several orthodox traditions within the Jewish community of Manchester and Salford.
- The school's leaders state that they intend the school to provide a 'high quality Torah education incorporating a strong Kodesh and Chol curriculum'. They also state that their goal is 'to provide girls with an education that will aid them to develop their knowledge of, and allegiance to Judaism, instilling Jewish ethics and good character traits. It will also furnish them with the necessary tools to become law-abiding and contributing British citizens. They will be provided with an understanding of British values including truth, honesty and respect for everyone'.
- The proprietor is Ateres Elisheva Limited. The company also provides early years education at Ateres Elisheva Daycare. This provision was registered in July 2018.
- One of the three trustees is also the chair of the governing body. The headteacher is also responsible for leading the early years provision already located on the proposed school site.

Information about this inspection

- This was the first pre-registration inspection to be carried out.
- During the inspection, the proposed documents and policies were scrutinised, including documents relating to safeguarding. A visit was made to the proposed site of the school and a tour was made of the proposed accommodation. Discussions were held with the headteacher and the representing proprietor, who is also the chair of the governing body.

Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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