

Inspection of Toras Emes

6 Coke Street, Salford M7 4AH

Inspection dates: 3–5 December 2019

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Toras Emes is the heart of its community. Parents and carers comment on the strong relationships between school and home. This has a positive impact on pupils' learning and well-being. Pupils told us that they feel safe and enjoy coming to school. They want to learn and work hard in lessons. Pupils value the positive relationships they have with their friends and with staff. Staff expect pupils to behave well and they do. Leaders and staff have high expectations of pupils. However, pupils leave the school with little understanding about differences in society. This does not prepare pupils for life in modern Britain.

Pupils want to learn because they enjoy their time at school. They understand the school's behaviour system. They told us that bullying is rare. If it does happen staff sort it out. Roles, such as being a school councillor or leading prayers, help pupils to develop their self-confidence. Pupils also take on responsibilities as buddies for younger pupils or those new to the school. They take part in a wide range of clubs. They are particularly enthusiastic about the school's table tennis club. There are also clubs to learn about life skills, such as cooking, which pupils attend regularly and enjoy.

What does the school do well and what does it need to do better?

Leaders have improved the curriculum since the last inspection. Pupils discuss how their learning builds on what they already know. For example, their work on continents and oceans in Year 2 helps pupils with new learning about climate zones in Year 3. This allows pupils to progress well through the geography curriculum. In writing and mathematics teachers have high expectations for pupils. Pupils learn with confidence in these subjects as they have a firm foundation of knowledge. This means that pupils achieve well. This is also true for pupils with special educational needs and/or disabilities (SEND). These pupils do well because their learning is well matched to their abilities. Staff in Reception and Nursery also plan learning which builds well on what children can already do. Children have appropriate access to outdoor learning. This ensures that they learn more and are able to do more by the time they enter Year 1.

Teachers' subject knowledge, on the whole, is strong. The vast majority of teachers are clear about what needs to be taught and when. They are also aware how this will prepare pupils for future learning. Plans show exactly what pupils should know at the end of each topic. However, this is not the case in all classes. Some staff, especially those new to teaching, are not confident in planning pupils' learning in a logical way. These teachers would like more training. Leaders recognise this, and plans show that leaders are taking action to put training in place.

Leaders have increased the focus on reading. They ensure that the teaching of phonics and reading has high importance. Staff are experts in the teaching of early reading. Pupils learn to read fluently before they move on to develop comprehension skills. The books that children read are well matched to the phonics they are

learning. Pupils said they value the range of books within school. These include adventure stories, comics and traditional tales.

Pupils follow the school's behaviour code. Leaders support teachers to use the school's agreed approaches to managing behaviour. As a result, lessons are rarely disrupted and pupils' behaviour around school is good. Pupils are well supervised by staff between lessons and at playtimes. Pupils' attendance is in line with the national average. Leaders ensure that registers are well maintained and that they adhere to requirements. Parents commented that they are well informed about their children's achievements. They have many opportunities to discuss this with staff.

The proprietor and governors understand their statutory duties. They sought external support to improve the curriculum. Teachers receive regular and detailed information from school leaders. They are proud of the improvements made over the last few years. Leaders ensure that independent school standards relating to premises, safeguarding and welfare are met. However, leadership and management requires improvement. This is because there are unmet independent school standards. The unmet standards are specifically those about encouraging respect for other people, paying particular regard to all of the protected characteristics set out in the Equality Act 2010. Leaders promote British values, including democracy, the rule of law, mutual respect and tolerance. Pupils have many opportunities to learn about the wider world. Although pupils develop respect for anyone, no matter who they are, they do not develop a secure understanding of all people whose characteristics are protected under The Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

The proprietor has ensured that all of the required checks on the suitability of adults to work with pupils are completed. Records are fit for purpose. Well-trained staff have up-to-date knowledge. Staff are vigilant to protect pupils from the risk of harm. Leaders make appropriate referrals when they are worried about a pupil's safety. They make sure that families receive the support they need. Information about safeguarding is available for parents on a noticeboard in the school. Teachers help pupils to recognise dangerous situations, for example in regard to water safety.

What does the school need to do to improve?

(Information for the school and proprietor)

- A minority of staff do not plan pupils' learning well. This means that a minority of pupils do not know and remember as much as they should. Leaders should ensure that these teachers receive the training they need to plan pupils' learning more effectively. This will ensure that pupils know and remember more in a wide range of subjects.
- Leaders have not ensured all the independent school standards are met. Leaders

should ensure the curriculum develops pupils' understanding of protected characteristics as defined by The Equality Act 2010. This is to ensure that pupils are fully prepared for life in modern Britain.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	136503
DfE registration number	355/6058
Local authority	Salford
Inspection number	10112077
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Boys
Number of pupils on the school roll	220
Number of part-time pupils	0
Proprietor	Mrs Suzanne Guttentag
Headteacher	Rabbi Simon Glickman
Annual fees (day pupils)	Voluntary contribution
Telephone number	0161 804 9713
Website	none
Email address	operations@torasemes.co.uk
Date of previous inspection	9–11 January 2018

Information about this school

- The school provides education guided by the principles of Toradik Chinuch (Torah education).
- The school currently has 220 pupils aged three to 11 years on roll. Although there is enough space for pupils, and several classrooms are not currently being used, the school's registration with the Department for Education is for up to 200 pupils.

Information about this inspection

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

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- We met with the headteacher, school business manager, and the proprietor. We also spoke to staff about their well-being.
- We scrutinised a wide range of documents in order to check on the statutory requirements of the independent school standards. We also carried out checks on the suitability of the premises.
- We visited lessons, looked at pupils' work and spoke with them about their experience of school.
- We reviewed the school's records of safeguarding checks. We spoke with staff about how they keep pupils safe. We also asked the pupils about how they keep themselves safe and what to do if they have concerns. We observed pupils playing at breaktime.
- We spoke to parents at the end of the school day.
- We considered 32 responses to Ofsted's questionnaire, Parent View, and 16 responses to the staff survey. There were no responses to the pupil survey.
- In considering the quality of education, we concentrated on reading, mathematics, writing and geography in depth. We discussed the arrangements for the curriculum and teaching with curriculum leaders and senior leaders. We visited lessons and then talked with pupils about what they had been learning. We looked at pupils' books in these subjects and discussed learning with teachers.

Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

Linda Griffiths

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Part 8. The Quality of Leadership and Management

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
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