

Inspection of Talmud Torah Yetev Lev

393–395 Bury New Road, Salford, Lancashire M7 2BT

Inspection dates: 3–5 March 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Good

Previous inspection grade

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

The pupils spoken to told us that they enjoy coming to school. Pupils said that their teachers help them to get on well with each other. They benefit from the close links between home and school. Parents and carers who spoke with inspectors said that the school is a happy, caring community in which their children develop well.

Parents said that they value the balance between the religious and secular curriculum. Pupils feel that the new behaviour code reminds them how to behave. They said that they are safe in school. They also told us that bullying is very rare, but that when they fall out with their friends, staff take it seriously and sort it out.

Pupils attend the many clubs and activities that are on offer. Pupils' talents and interests are fostered through the clubs, such as those for woodwork and drama. Despite this, pupils leave the school with limited understanding about difference in wider society. Pupils are not prepared well for life in modern Britain.

Pupils told us that they are expected to work hard in the secular curriculum. Leaders have increased the expectations of what pupils should be able to do. However, pupils do not have the chance to achieve as well as they should. This is because the organisation of pupils' learning is very new in some subjects, such as English. Sometimes, pupils' work does not help them to know and remember more.

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

The headteacher and governors are clear about the priorities for improvement. They have taken action to bring about many necessary improvements. However, some developments are very new. They have not become embedded across the school. As a result, they have not had enough impact on current pupils' learning.

There are strengths in some areas of the curriculum. For example, pupils' learning in mathematics has improved since the last inspection. In this subject, teachers ensure that pupils cover all of the required aspects of the national curriculum. Some subjects also link closely with the Kodesh curriculum, for example in history. Pupils are developing a secure knowledge of ancient civilisations and the history of Britain and Europe.

Leaders have also made reading and phonics a priority. Pupils learn phonics in a logical order. Pupils read books that match the sounds that they have learned in school. Younger pupils apply their phonics skills well to read new words. Some older pupils are not confident in reading English texts. Staff are helping these pupils to catch up quickly. Older pupils were able to discuss their new enthusiasm for reading and how they choose books from the local library.

Children settle very well into early years. They enjoy the wide range of activities both indoors and outside. Staff's expectations of what children can do are high. The

carefully crafted curriculum builds on what children already know. This means that children achieve well in all areas of learning.

In other areas of the curriculum, teachers' subject knowledge in some year groups is weak. They are not clear about what needs to be taught. New plans show what pupils should know by the end of each year. However, these plans have not been implemented. Some staff are not confident in planning pupils' learning in a logical way. Leaders recognise this. Plans show that leaders are taking action to arrange training for staff. In writing, older pupils are working below the level expected for their age. Leaders have designed a new writing curriculum, but this has not been put in place and staff have not been trained to deliver it.

Leaders are swift to identify pupils with special educational needs and/or disabilities (SEND). They put a wide range of support in place for these pupils which focuses on their individual needs. The support that some pupils receive is highly effective. Pupils with SEND are achieving well in some subjects such as reading. However, similar to other pupils, they are not achieving as well as they could in writing.

Teachers manage pupils' behaviour effectively. Disruption in lessons is rare. Pupils concentrate and work well together. Pupils are able to manage their own behaviour well. Staff provide many opportunities that encourage pupils to be responsible. Leaders ensure that pupils have opportunities to understand some aspects of British society. For example, pupils learn about the British judiciary service and parliament. 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. This is because leaders and other staff do not teach about some of the protected characteristics set out in the Equality Act 2010. For example, staff do not teach about matters concerning sexual orientation, gender reassignment or civil partnership.

The proprietor and governors understand their legal responsibilities. They sought external support to increase and improve the secular curriculum following the last inspection. Leaders ensure that the independent school standards relating to premises, safeguarding and welfare are met. However, leadership and management require improvement. This is, in part, because there are unmet independent school standards. The unmet standards are specifically those about encouraging respect and tolerance for other people, paying particular regard to all of the protected characteristics set out in 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 about safeguarding. Leaders make appropriate referrals

when they are worried about a pupil's safety. They also make sure that families receive the support they need. Leaders have worked with the local authority to ensure that the standards relating to health and safety are met. Information about safeguarding is available for parents and carers on a noticeboard in the school. Teachers help pupils to recognise dangerous situations, for example in regard to water safety and road safety.

What does the school need to do to improve?

(Information for the school and proprietor)

- The secular writing curriculum is weak. It does not enable pupils to build skills progressively. As a result, some pupils are not gaining the skills they need to write in an age-appropriate way. The changes that leaders have made to the way that writing is taught are very recent. Leaders need to embed these changes so that teachers build on what pupils can already do in the same logical way as in reading and mathematics.
- Leaders have designed a well-sequenced secular curriculum. However, it is still new, and some parts have not been implemented. There has been little impact on pupils' learning in other subjects. Leaders should ensure that their revised curriculum plans are embedded in all classrooms and for all subjects. This will enable teachers to plan learning that builds on what pupils already know so they can achieve well in the secular curriculum.
- Some staff do not have the subject knowledge to plan pupils' learning well in some subjects. This means that pupils do not know and remember as much as they should in some year groups. Leaders should ensure that these teachers receive the training they need to plan and deliver pupils' learning more effectively. This will ensure that pupils know and remember more in a wide range of subjects.
- Leaders have not ensured that all the independent school standards have been met. Leaders should ensure that delivery of the curriculum develops pupils' tolerance and respect for people with all the protected characteristics as defined by the Equality Act 2010. In particular, pupils need to develop knowledge and understanding in relation to sexual orientation and gender reassignment. 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 are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	131435
DfE registration number	355/6035
Local authority	Salford
Inspection number	10067892
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 12
Gender of pupils	Boys
Number of pupils on the school roll	409
Number of part-time pupils	0
Proprietor	Mr Simon Gluck
Headteacher	Rabbi Zev Poznanski
Annual fees (day pupils)	£2,600
Telephone number	0161 792 9922
Website	No website
Email address	tylsatmar@gmail.com
Date of previous inspection	9–11 May 2017

Information about this school

- This was the first standard inspection of the school since May 2017. An emergency inspection of the school was completed on 10 October 2018. This emergency inspection identified unmet standards. The submitted action plan was deemed acceptable on 13 March 2019. The school's first progress monitoring inspection was on 7 November 2019. The school met all of the independent school standards that were checked. The school returned to the regular cycle of inspections on 28 November 2019.

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, senior leaders and a governor. We also spoke to staff about their well-being. The proprietor was not available to speak to the inspectors.
- We scrutinised a wide range of documents 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.
- One inspector spoke to parents during the school day. There were no responses to Ofsted's questionnaire, Parent View, the staff survey or the pupil survey.
- In considering the quality of education, we concentrated on reading, mathematics, writing, personal, health and social education, and history 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

David Hampson

Ofsted Inspector

Martin Hanbury

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; and

Part 8. Quality of leadership in and management of schools

- 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; and

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