

# Inspection of Ateres Elisheva

Beis Menachem, Park Lane, Salford M7 4JD

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Inspection dates: 22 to 24 June 2021

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Pupils at Ateres Elisheva are encouraged to live out their Jewish faith values in their words and deeds. Pupils feel happy, safe and well cared for in this small, friendly school.

Pupils like coming to school. The youngest children settle into the Nursery class and Reception class quickly. Most pupils behave very well. They listen carefully to their teachers and follow instructions. Pupils get on well together. They say that adults sort out any occasional disagreements quickly. Pupils are confident that teachers will help them to resolve any issues, including bullying.

Pupils find what they learn in most lessons interesting. However, in some subjects, the curriculum is not planned effectively to ensure that pupils build on what they already know. Teachers' expectations of pupils are not consistently high. Consequently, pupils do not achieve as well as they should. Moreover, pupils do not learn to write as well as they could. In the early years, children's progress through the curriculum is hampered by the lacklustre outdoor space which is not used consistently well to inspire them to learn.

Pupils enjoy the variety of trips that they experience. Pupils spoke enthusiastically about the different activities that they do at the 'Sunday club'. For example, pupils enjoy baking, arts and crafts.

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

The quality of education is not consistently good. Leaders have not checked all curriculum plans and schemes of work carefully enough. Some of these plans do not set out the essential knowledge that pupils need to learn in sufficient detail. Neither do they take account of the school's context, such as the amount of teaching time allocated to subjects. Leaders' checks on how well the curriculum is delivered sometimes lack focus. Consequently, leaders are not always aware of the strengths and weaknesses of the curriculum and how well this helps pupils to know more and remember more in their learning.

Some teachers do not have consistently high expectations of what pupils can and should achieve. On occasions, teachers do not present new learning clearly enough. Added to this, some teachers do not check that pupils have remembered all of the essential knowledge that they should. As a result, pupils find some new learning tricky.

In all classes, pupils enjoy listening to stories and rhymes. They join in enthusiastically with songs. When children join the Reception class, they initially learn the Hebrew alphabet. During the Reception Year, teachers introduce children to the sounds that letters make in English. Phonics and early reading are taught across the Reception Year and Year 1. However, the early reading curriculum is not taught consistently well. Teachers have not had enough training in early reading.

Consequently, pupils do not learn to read as quickly as they should. Furthermore, pupils do not achieve consistently well in writing. This is because pupils do not apply and practise their phonics knowledge in their own writing.

Due to the limitations of the teaching in early reading, teachers in key stage 1 have to put in additional support to help pupils to catch up with their reading knowledge. Key stage 1 teachers are successful in enabling pupils to become accurate and fluent readers. However, by the end of key stage 1, pupils remain behind where they should be in writing.

In the early years classes, the positive relationships that staff form with children, parents and carers help children to settle in well. Teachers help familiarise these young children with the simple rules and routines of the school. As pupils move through the different years, they behave well, with few interruptions to lessons. Pupils work hard.

The special educational needs coordinator has used external support to develop her knowledge and expertise in identifying and supporting pupils with special educational needs and/or disabilities (SEND). She has made sure that increasingly suitable provision is in place to help these pupils access the full curriculum. Pupils with SEND benefit from the support that their teachers and external specialist staff give them.

Prior to the COVID-19 (coronavirus) pandemic, pupils had opportunities to meet different people from the local community. This included residents of a nearby care home and pupils from a special school. Pupils are starting to take part in the usual activities again, both in and out of school. They have made local visits and received some visitors into school. For example, pupils have taken part in a workshop to help overcome their fear of dogs.

The proprietor body and governors make sure that the independent school standards and the statutory requirements of the early years are met. The school does not have a website but copies of policies, including safeguarding, are available to parents on request. In line with the school's accessibility plan, which meets requirements, governors have installed handrails at the front of the school building. These handrails have improved access to the school building for people with disabilities.

The proprietor body and governors have supported the school since its opening. But they have not paid sufficient attention to the quality of education provided by the school. This oversight has limited their effectiveness in improving pupils' outcomes.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders carry out thorough checks to make sure that all adults are suitable to work with pupils. Leaders provide training so that staff understand their roles and

responsibilities. Early years staff ensure that the youngest children are safe and secure. Staff act on any concerns about pupils' welfare. Leaders and staff are vigilant about any local and national safety concerns that may pose a risk to pupils.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- Governors and leaders oversee some of the school's work well. However, they have not implemented sufficiently robust systems and procedures to monitor the delivery of the curriculum. This means that governors and leaders have not been able to check the effectiveness of the curriculum and its impact on pupils' progress. Governors and leaders should ensure that they have appropriate systems in place to check the effectiveness of the planned curriculum so that all pupils achieve consistently well.
- Aspects of the phonics and early reading programme are taught effectively. However, not all teachers have the knowledge to deliver the full programme as planned. This means that pupils do not use and apply their phonics knowledge routinely in their writing. Pupils do not write as fluently and accurately as they should. Leaders should provide the help and support that teachers need to teach the programme well. This will ensure that pupils use their phonics knowledge to become accurate and fluent writers.
- Governors and leaders have not ensured that all teaching staff have had the subject-specific training and support that they need to teach the planned curriculum content. This means that teachers have some gaps in their subject knowledge which makes teaching less effective. Governors and leaders should make sure that they provide training for all teaching staff which develops teachers' subject expertise. This will help pupils to make better progress.
- The curriculum plans set out what is taught and when it is to be taught in each subject. However, some plans do not set out the essential knowledge that pupils need to be taught. Not all of the content set out in some plans can be taught in the time that leaders have allocated. Leaders should set out clearly what knowledge is taught and in what order in each subject, taking into account the school's context. This will help teachers to plan lessons and set work that builds on what pupils know and can do, right from the start.

## **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

<b>Unique reference number</b>	147208
<b>DfE registration number</b>	355/6012
<b>Local authority</b>	Salford
<b>Inspection number</b>	10193241
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	2 to 7
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	63
<b>Proprietor</b>	Ateres Elisheva Ltd
<b>Chair</b>	Naphtalie Emanuel
<b>Headteacher</b>	Devorah Dunner
<b>Annual fees (day pupils)</b>	Voluntary contributions
<b>Telephone number</b>	0161 258 7647
<b>Website</b>	None
<b>Email address</b>	<a href="mailto:atereselisheva@gmail.com">atereselisheva@gmail.com</a>

## Information about this school

- The school was registered by the Department for Education on 21 August 2019.
- This is the school's first standard inspection.
- The school does not have provision for two-year-olds.
- The school does not currently make use of any alternative provision.

## Information about this inspection

Ofsted 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 meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- During the inspection, the inspector met with the headteacher, deputy headteacher and staff. The inspector met with two of the proprietor body's three trustees. Both of these trustees are also members of the school's governing body. One of these trustees is the chair of the governing body.
- The inspector considered five responses to Ofsted Parent View, the online questionnaire, and the online staff and pupil questionnaires. The inspector also considered responses to questionnaires sent out by the school to parents, staff and Year 2 pupils.
- The inspector met with the person responsible for safeguarding in the school and scrutinised a range of documentation in relation to safeguarding. The inspector spoke to staff and pupils about safeguarding.
- The inspector observed pupils' behaviour throughout the school day. The inspector spoke to pupils about bullying, behaviour and leaders' expectations of pupils.
- The inspector carried out deep dives in these subjects: phonics and early reading, mathematics, science and history. For each subject, the inspector spoke with senior leaders, teaching staff and pupils and examined curriculum plans for the subject. The inspector visited lessons in the subject being taught during the inspection and reviewed pupils' work. The inspector extended the scope to look at writing.
- Throughout all inspection activities, the inspector gathered evidence about whether the school meets the independent school standards.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in her evaluation of the school.

## **Inspection team**

Pippa Jackson Maitland, lead inspector      Her Majesty's Inspector



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