

Inspection of Etz Chaim Boys School

458 Bury New Road, Salford, Manchester, Lancashire M7 4LJ

Inspection dates: 12 to 14 October 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils enjoy coming to Etz Chaim School. Pupils concentrate and work hard. They learn about a wide range of secular subjects (Chol) in addition to Jewish studies (Kodesh). Pupils achieve well because of the high expectations of their teachers and Rabbis.

Pupils feel safe in school. They behave well. Pupils settle to work quickly in lessons because of well-established routines. Most pupils move around the school in an orderly manner. Pupils know that there is always a trusted adult available that they can talk to if they have any worries or concerns. They are confident that adults will act quickly to stop any bullying if it occurs.

Pupils speak fondly of the activities and visits that they experience in school. Pupils continued to access many activities during the COVID-19 pandemic because leaders planned them carefully. These events allow pupils to increase their links with the local and wider community and to celebrate their strong personal faith and beliefs.

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

The school's curriculum clearly reflects the high ambitions and aims of leaders. It strongly reflects the faith ethos of the school. Alongside Kodesh, pupils study a wide range of secular subjects, including English, mathematics, art and physics. Secular studies prepare pupils well for life in modern Britain. The curriculum enables pupils to complete GCSEs or equivalent qualifications by the time they reach the end of Year 10.

Pupils achieve well in nearly all subjects. This is because well-designed schemes of work build pupils' knowledge on what they have been previously taught. In a small number of subjects, such as outdoor education and food technology, the schemes of work do not develop pupils' knowledge in a step-by-step way. This means that, while pupils enjoy learning in these subjects, they do not achieve as well as they could.

Teachers check pupils' understanding of what is being taught. Teachers use this assessment information to ensure their lessons build on what pupils already know.

Pupils develop a love of literature. They become confident and fluent readers and read and study a wide range of texts from classic and modern literature. These texts are carefully chosen so that they adhere to pupils' cultural beliefs and promote an understanding of fundamental British values. Pupils demonstrate a good understanding of different techniques used in writing and confidently talk about their favourite authors.

Pupils with special educational needs and/or disabilities (SEND) are swiftly identified by leaders. Leaders work closely with the local authority to ensure pupils with SEND get the support they need. Leaders make careful checks to ensure their actions are working. Leaders make suitable adjustments to the curriculum content and provide

additional support to ensure that pupils with SEND can access the same learning as their peers. Pupils with SEND achieve well in most subjects. There is a suitable accessibility plan in place that fulfils the requirements of the Equality Act 2010.

Leaders ensure that pupils receive appropriate, impartial careers guidance from external experts. This enables pupils to make informed choices about their next steps in education. A very small number of pupils stay on in the school beyond the age of 15 years. Leaders ensure that the provision for these pupils is appropriate to their needs.

Leaders have established clear expectations of behaviour. Typically, pupils concentrate hard and engage with their learning. Inappropriate behaviour is rare and does not interrupt learning.

Pupils typically attend school regularly. There are well-established systems to record attendance. Leaders ensure any absences are swiftly followed up to check the reasons for pupils not being in school.

Pupils, parents and carers appreciate the caring environment that leaders promote in the school. The school environment is maintained to a high standard. The proprietor has ensured that developments such as the outdoor learning centre and commercial kitchen classroom are well resourced to enrich pupils' learning and experiences.

Pupils demonstrate mutual tolerance and respect of others. They take part in a wide range of purposeful activities which develop their organisational skills, such as organising Purim celebrations. Pupils develop resilience and self-reliance by participating in activities in the wider community. These activities include overnight hikes in Snowdonia and working with leaders of an inner-city community garden.

The proprietor has ensured that all the independent school standards are met. The proprietor and other leaders have a secure understanding of what the school does well and what needs to improve. The proprietor and governors frequently evaluate the impact of actions taken to improve the school and hold leaders closely to account. The proprietor and governors have consulted with parents before implementing the school's relationships education policy. They have ensured the policy fulfils its statutory obligations while also being sensitive to the needs of the local community.

Staff are proud to work in the school. They feel that leaders are considerate of their workload when introducing new initiatives. Teachers have secure subject knowledge. Some teachers have had limited opportunities to update their knowledge of teaching new aspects of their subjects. This is because leaders have prioritised training in other aspects of school life, such as behaviour strategies and safeguarding.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given a high priority at this school. Staff are regularly trained to spot potential abuse and neglect. They have a clear understanding of their role in keeping pupils safe. Staff habitually share information with leaders using well established procedures. Leaders regularly analyse the information they receive to help them identify any emerging concerns. Leaders work well with other agencies to ensure that pupils and their families receive the support they need in a timely manner.

The proprietor has ensured that pupils are suitably protected from risks of harm from the use of technology in school through appropriate monitoring and filtering of the school's internet connection.

The school does not have a website. Copies of the safeguarding policy are available from the school office.

What does the school need to do to improve?

(Information for the school and proprietor)

- In a small number of subjects, the curriculum is not well planned and sequenced. This means that, in these subjects, pupils' learning does not build on what they already know. Leaders must ensure that the curriculum planning for all subjects clearly outlines the essential knowledge that pupils must learn and the order in which it should be taught.
- Some teachers have not had opportunities to attend recent training in their subjects. As a result, some teachers are unaware of recent developments in educational research and the pedagogy of teaching their subjects. Leaders should expand the opportunities for teachers to participate in training and professional development.

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 information from Ofsted Parent View 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	131015
DfE registration number	355/6053
Local authority	Salford
Inspection number	10203792
Type of school	Jewish faith day school
School category	Independent school
Age range of pupils	11 to 17
Gender of pupils	Boys
Number of pupils on the school roll	216
Number of part-time pupils	1
Proprietor	Yonah Reich
Headteacher	Rabbi Dovi Roberts
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 740 0300
Website	None
Email address	droberts@ec-school.org.uk
Date of previous inspection	12 to 14 September 2017

Information about this school

- The school uses one alternative provider.

Information about this inspection

Inspectors 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.

This was the first standard inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- During the inspection, inspectors spoke with pupils about their work and school life. Inspectors spoke with the proprietor and governors. Inspectors also spoke with the headteacher, the deputy headteacher responsible for the secular curriculum and the special educational needs coordinator.
- The lead inspector had a telephone conversation with a representative of the local authority.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and art. For each deep dive, an inspector met with subject leaders, looked at curriculum plans, visited lessons, spoke with teachers and spoke with some pupils about their learning. Inspectors also looked at pupils' work and listened to pupils read in class.
- Inspectors also met with the leaders of a range of other subjects to scrutinise curriculum planning and pupils' work.
- Inspectors reviewed a range of documentation related to the work of the school and scrutinised documentation relating to safeguarding.
- Inspectors considered 35 responses to Ofsted Parent View, the online questionnaire, including 23 free-text comments. There were no responses to the pupil or staff questionnaires.

Inspection team

John Nixon, lead inspector

Her Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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