

Inspection of Tashbar of Manchester

20 Upper Park Road, Salford, Lancashire M7 4HL

Inspection dates: 22 to 24 March 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils are happy and enjoy school. They said that teachers make learning enjoyable. During lunchtimes, pupils are active and play with their friends. Older pupils value the special days when they join in with events and raise money to help other people. Pupils feel safe in school. They are confident that staff will sort out any incidents of bullying or falling out. Pupils said that such incidents are rare.

Pupils learn about other cultures and beliefs. This helps them to understand how others live their lives. However, opportunities for pupils to broaden their horizons beyond the academic curriculum are limited. While there is a breakfast and lunch club, there are scarce opportunities for pupils' talents and interests to be further developed.

Pupils do not learn as well as they should. This is because the curriculum is not well organised in many subjects.

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

Leaders articulate a clear and ambitious vision for the curriculum. They have thought carefully to deliver a broad curriculum that pupils enjoy. This is the case both for the Chol and Kodesh curriculums. In some subjects, such as English, leaders have considered how pupils' knowledge should build in a logical order over time. This helps pupils to know and remember more. However, in many other subjects, the curriculums are not designed or delivered well. Leaders have not identified the most important knowledge that they would like pupils to learn and when they should learn it. In these subjects, pupils struggle to recall much of what they have learned previously.

Leaders have started to improve the consistency of the early reading curriculum. They have put a new phonics curriculum in place, but this is not fully embedded across the school. The existing phonics curriculum is usually delivered well, and most staff make sure that children get off to a prompt start in learning to read. However, some staff have not received training to enable them to deliver the phonics curriculum. Reading books are not always matched well to the sounds that pupils are learning. These shortcomings mean that some pupils struggle to read fluently or to comprehend what they read. This is especially the case for those pupils who need to catch up.

In the early years, leaders have forged ahead with improvements since the last inspection. The curriculum is designed in a logical order. Leaders have ensured that the important information for children to learn is made clear. The development of children's vocabulary knowledge and communication skills are promoted consistently well by skilled staff. Working with experts within the school, staff use every opportunity to encourage children to express their thoughts and ideas. Children achieve well in the early years.

Leaders have put in place suitable processes to identify any pupils who may have special educational needs and/or disabilities (SEND). The team for SEND have high ambitions. They work with staff to ensure that the support for pupils with SEND is closely matched to pupils' needs. This helps pupils with SEND to access all that the school has to offer both academically and socially.

Across the school, relationships are positive. Pupils behave well. Staff deal effectively with any poor behaviour. Classes are settled and pupils work with positive attitudes. The pastoral support provided by school staff is strong. Pupils are encouraged to develop and manage their physical and emotional well-being. This helps pupils to develop independence, resilience and responsibility.

Pupils learn about the importance of values such as kindness. They demonstrate respect for the views and opinions of others. They understand fundamental British values and enjoy making democratic decisions. For example, they debated and voted on aspects of a proposed new school building. Pupils also learn how they can improve the lives of others in the local community, for example, by taking part in fundraising events.

The proprietor holds leaders to account to make sure that all of the independent school standards (the standards) are met. The headteacher and curriculum leaders have a secure understanding of what needs to be done to improve the school. They have made some improvements since the last inspection, particularly in early years and key stage 1. They appreciate that there is still much to do. Risk assessments are detailed. Any identified or reported concerns are swiftly dealt with. The school meets all of the standards. The accessibility plan complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Regular training enables staff to quickly recognise any signs of neglect or abuse. Staff know the procedures that they need to follow should they have any concerns about pupils. Leaders ensure that vulnerable pupils and their families receive any additional support that they may need from the appropriate agencies.

Pupils are taught how to keep themselves safe in a variety of situations, including when they are out in the local community. Pupils explain assuredly that there is always someone to talk with in school if they are worried. They felt that these worries are always acted on. The school's safeguarding policy is available for parents and carers on request from the school office.

What does the school need to do to improve? (Information for the school and proprietor)

- In too many subjects, the curriculum is not well organised. Consequently, pupils do not know and remember more of their learning. Leaders must ensure that the curriculums in all subjects are coherently planned and well sequenced so that pupils can build more easily on their existing knowledge.
- The phonics curriculum is not well embedded across the school. In addition, some staff have not been trained to deliver this curriculum well. This means that some pupils, including those who need to catch up, do not achieve as well as they should in reading. Leaders should ensure that the new curriculum is embedded and that all staff are trained to deliver it well.
- Pupils' talents and interests outside of the academic curriculum are not nurtured well. As a result, they are not as well prepared for life outside school as they should be. Leaders should ensure that pupils have more opportunities to explore a wider range of activities beyond the academic curriculum. This will help to prepare pupils for life outside of education and to work with others in different contexts in the future.

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	106002
DfE registration number	355/6024
Local authority	Salford
Inspection number	10210323
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	499
Proprietor	Maurice Bengio
Headteacher	Rabbi Hammond
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 795 9598
Website	None
Email address	tashbarm7@gmail.com
Date of previous inspection	22 to 24 January 2019

Information about this school

- Tashbar of Manchester is an independent Orthodox Jewish day school for boys aged from three to 12 years. There are no 12-year-old pupils presently attending the school.
- Leaders do not use any alternative provision.

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 routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and senior leaders of the school. Inspectors also met with the proprietor.
- Inspectors carried out deep dives in these subjects: mathematics, English, geography, science and early reading. For each deep dive inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- Inspectors explored safeguarding arrangements by reviewing records, checking the safety of the school site, talking to staff and pupils about how they keep safe and checking the school's single central record. They met with the school's designated safeguarding lead.
- The lead inspector checked all survey responses, including those from pupils, staff and parents. This included taking into account responses to Ofsted Parent View.

Inspection team

Simon Hunter, lead inspector

Her Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

Ian Young

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2022