

# Inspection of Toras Emes

6 Coke Street West, Salford M7 4AH

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Inspection dates:

28 to 30 June 2022

## **Overall effectiveness**

## **Requires improvement**

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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?**

Pupils who spoke with inspectors explained that they feel safe at Toras Emes. They enjoy school and appreciate how well leaders look after them. Pupils said that the school's Jewish faith plays a strong part in the attention that leaders pay to pupils' well-being.

Pupils do their best in their work because they know that staff expect them to do so. This helps most pupils to achieve well in their learning. They learn about the importance of respect for people's differences. However, they do not learn about all the characteristics that people may have, such as sexual orientation. This means that pupils do not get a full enough preparation for life in modern Britain.

For the most part, pupils behave well in class. Misbehaviour happens occasionally, but pupils respond well to the way teachers manage it. Pupils know that leaders will deal with bullying effectively if it happens. Around school, many pupils show courtesy and respect to adults. They do this by, for instance, holding a door open for them without prompting.

Pupils have opportunities to be good citizens by raising money for charities. These include good causes within the Jewish community and outside it. Pupils can also develop self-confidence by taking part in debates and by speaking in public.

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

Leaders have designed a curriculum that is ambitious and contains a wide variety of subjects. It matches the expectations of the relevant independent school standards (the standards). In most subjects, leaders' planning starts with what children need to learn in the early years. Leaders ensure that there is a suitable balance between religious learning (Kodesh) and secular learning (Chol). In most subjects, leaders are clear about what pupils should learn and when they should learn it. However, in a few subjects, such as mathematics and personal, social, health and economic (PSHE) education, the content of the curriculum and the order in which pupils need to learn it are not as clear as they could be. This means that, in this small number of subjects, pupils do not build up their knowledge as strongly as possible.

Teachers use a range of effective methods to check whether pupils have remembered what they have learned. These include formal assessments and frequent, informal tests. Staff give clear explanations about what pupils are learning and help pupils who do not understand. They ensure that pupils with special educational needs and/or disabilities (SEND) have the support that they need to learn the curriculum well. Several teachers, including those in the early years, have strong subject knowledge. Staff who need support to teach a subject receive effective training from leaders. Occasionally, however, pupils do not progress through the curriculum as securely as they could. This is because, sometimes, teachers do not teach the planned curriculum in the correct order.

Most pupils, including those with SEND, achieve well across the curriculum. The majority of children in the early years have the knowledge that they need when they leave the Reception Year to move into Year 1. Most pupils and children know and remember more as they make progress through their learning. However, the minor weaknesses in the structure and delivery of a small number of subjects mean that, sometimes, pupils do not remember as much as they could.

Leaders have made reading a priority and organise this curriculum well. Children start to learn phonics in the first term of the Reception Year. Staff have strong knowledge of phonics and how to teach it. They are effective at spotting the children who fall behind and put the right support in place to help them to catch up quickly. Most children develop the reading skills that they need in the Reception class so they are ready for Year 1. By the time pupils reach Year 6, they typically read a range of books fluently and accurately.

Most pupils in key stage 1 read accurately and fluently. This is because they have learned phonics well to help them. However, a small number of pupils who struggle with reading find their reading books too hard to read. This is because the books that they read are not matched closely to the phonics sounds that they know. They cannot use what they have been taught about phonics to help them to read with accuracy or fluency.

Most pupils, as well as children in the early years, behave well. Teachers are effective at dealing with any misbehaviour promptly. This ensures that little learning time is lost because of disruptions in class. Most pupils show positive attitudes to their work. Pupils' attendance is high.

Leaders provide a substantial programme of activities and opportunities so that pupils can gain experiences beyond the classroom. Leaders provide for, and encourage within the local community, various opportunities for pupils to develop interests and skills, such as swimming and chess. Pupils learn about fundamental British values and leaders encourage respect for all people. This range of provision ensures that pupils' personal development is good. However, leaders do not ensure that all aspects of the relationships education curriculum are delivered. Pupils therefore do not learn about respect for other people, particularly about all the different forms that families can take.

Leaders have efficient ways to identify the needs of pupils with SEND. Staff receive effective training to help them in this process. Leaders ensure that parents and carers are involved in decisions about how best to help their child. Pupils receive the support that they need to help them to access the curriculum.

Members of staff stated that leaders in the school are considerate of their welfare. Leaders are approachable and supportive of staff. They do everything possible to manage teachers' workload.

The proprietor has not ensured that the school complies with all the standards. In all other respects, the proprietor has a secure grasp of the responsibilities that come

with the position. There is a clear vision for the school. The proprietor has suitable systems in place to check that school leaders are carrying out their roles effectively. She has an accurate view of the strengths and weaknesses of the school.

There is a suitable accessibility plan which meets the requirements of the Equality Act 2010. The plan includes actions to improve the physical environment for disabled pupils and develop the use of Braille print formats, for example, to make information more accessible.

Leaders have all the necessary policies and related documentation in place. There is an up-to-date safeguarding policy which is detailed and thorough. This is available to parents on request.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have suitable systems in place to identify and report any safeguarding concerns among pupils, including children in the early years. Leaders and staff are well trained in recognising the signs of potential abuse. Leaders have thorough processes in place to record concerns and leaders' responses to them. Leaders act swiftly to ensure that pupils receive the help that they need.

Leaders refer to external services when needed and have a positive working arrangement with the local authority. Pupils find out about how to keep themselves safe in different situations, such as how to respond when approached by a stranger.

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

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

- In a small number of subjects, leaders have not been clear enough about the content and sequence of the curriculum. Furthermore, teachers sometimes deliver some parts of the curriculum in a different order from the one intended. Consequently, in these subjects, pupils do not accumulate the knowledge that they need effectively enough to ensure that they can remember as much as possible. Leaders must ensure that the whole curriculum is coherently organised and delivered effectively so that pupils know and remember more as they progress through it.
- A few pupils who struggle with reading in key stage 1 find the reading book that they have is too difficult for them. This means that these pupils sometimes struggle to read with accuracy and fluency. Leaders must ensure that the books pupils read are well matched to the phonics that they are learning.
- Leaders have not ensured that all the standards are met. In particular, they do not ensure that the relationships education curriculum is delivered in full. Leaders must ensure that the curriculum develops pupils' understanding of the different

forms that families can take. This is to enable pupils to be 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 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

<b>Unique reference number</b>	136503
<b>DfE registration number</b>	355/6058
<b>Local authority</b>	Salford
<b>Inspection number</b>	10225743
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	251
<b>Number of part-time pupils</b>	2
<b>Proprietor</b>	Mrs Suzanne Guttentag
<b>Headteacher</b>	Rabbi Simon Glickman
<b>Annual fees (day pupils)</b>	Voluntary contributions
<b>Telephone number</b>	0161 804 9713
<b>Website</b>	None
<b>Email address</b>	mainoffice@torasemes.co.uk
<b>Dates of previous inspection</b>	3 to 5 December 2019

## Information about this school

- The school is a Jewish school which provides education guided by the principles of Toradik Chinuch (Torah education).
- The school currently has 251 pupils aged three to 11 years on roll. Although there is currently enough space for pupils, the school's registration with the Department for Education is for a maximum of 200 pupils.
- Leaders make use of a registered independent special school, which a small number of pupils attend on a part-time basis.

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

- This was the first routine inspection that 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 of the school.
- Inspectors spoke with the proprietor, the headteacher and other school leaders.
- Inspectors conducted deep dives in these subjects: early reading, mathematics and PSHE education. In each subject, they met with the subject leader and teachers. They visited some lessons, looked at several examples of pupils' work and talked with groups of pupils about their learning. Inspectors also examined the curriculum structure and looked at pupils' work in some other subjects.
- Inspectors looked at the school's safeguarding policy and related policies and documentation. They checked the school's records of the suitability of staff to work with pupils. They talked with staff about their welfare and training.
- Inspectors spoke with pupils about safeguarding matters, their personal development and pupils' behaviour and attitudes. However, leaders asked inspectors not to discuss with pupils matters related to some aspects of the relationships education curriculum. Inspectors looked at a range of policies and documents related to pupils' welfare and their education. They observed pupils' behaviour in lessons and around the school.
- Inspectors conducted activities to gather evidence to check compliance with the standards. These included scrutinising documents, holding discussions with leaders and conducting a tour of the premises.
- The lead inspector analysed responses to Ofsted Parent View. There were no responses to the staff and pupil surveys.

## **Inspection team**

Mark Quinn, lead inspector

Lindy Griffiths

Her Majesty's Inspector

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.
- 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; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

#### **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. 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; and
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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