

Beis Hatalmud School

62 Wellington Street West, Broughton, Salford, Lancashire M7 2FD

Inspection date

13 September 2022

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2)(a), 2(2)(h)

- This standard was identified as unmet at the school's standard inspection in November 2021. Inspectors found that the curriculum lacked breadth, did not enable pupils to amass a secure body of knowledge in subjects, and was generally superficially designed and of a poor standard.
- When the school's action plan was evaluated in May 2022, it was judged that leaders' plans to improve the quality of education, although extensive, were not sufficient to address this standard. This was because the planned actions were mainly centred around developing policies and schemes of work, and did not indicate how these would be implemented.
- Since the previous standard inspection in November 2021, leaders have taken extensive action to improve the quality of education. Experienced staff have been appointed to lead curriculum development. Across key stages 3 and 4, leaders have reorganised the school's curriculum to improve the breadth of subjects for pupils to study. For example, pupils now learn citizenship and finance. The mathematics and science curriculums have been developed further and the quality has been strengthened. Changes to the school timetables mean that pupils in key stage 4 study more subjects in depth. Plans are in place to introduce an expressive arts and design technology curriculum across the school.
- New curriculum plans successfully break down key units of essential knowledge and are well ordered. This is helping pupils to build up new knowledge in a logical way. Staff are benefiting from collaborating with curriculum leaders in other schools to share expertise in implementing and refining the new curriculum plans.
- Leaders have put appropriate plans in place to support any pupils struggling with their reading or who need to secure their phonics knowledge.

Paragraph 2(2)(d), 2(2)(d)(ii), 2(A)(1), 2(A)(1)(b), 2(A)(1)(d)

- This standard was identified as unmet at the school's standard inspection in November 2021. Inspectors found that leaders were not meeting the requirements of the new relationships and sex education (RSE) statutory guidance. Additionally, pupils did not

gain an understanding of the differences among people, including some of the protected characteristics as identified in the Equality Act 2010.

- Leaders' action plan was not sufficient to address this standard. This is because it did not offer any definitive actions, other than to review the personal, social, health and economic (PSHE) education and RSE curriculums. It also fell short of promoting the respect and tolerance of all the protected characteristics.
- Since the previous standard inspection in November 2021, leaders have strengthened the school's PSHE and RSE curriculums to support pupils to learn about important safeguarding issues such as sexual consent and unwanted touch. However, in keeping with the school's faith and beliefs, pupils do not learn about sexual orientation and gender reassignment. Pupils do not learn about the full range of protected characteristics or about LGBTQ+ relationships. This means that pupils are not fully prepared for life in modern Britain.

Paragraphs 2(2)(e), 2(2)(e)(iii), 2(2)(i)

- This standard was found to be unmet at the time of the November 2021 standard inspection. This was because leaders did not give pupils a clear enough understanding of their future career options.
- In the action plan, leaders have identified several activities to expand the range of careers presentations available to pupils. This is to give pupils information about a wider range of careers than has previously been available. Leaders also set out plans to provide pupils with external careers guidance and support, as well as employability skills. This includes information about going for job interviews or preparing and delivering presentations.
- Since the previous standard inspection in November 2021, leaders have ensured that pupils benefit from appropriate careers guidance. In addition, they have strengthened the curriculum to support pupils with learning important knowledge such as financial budgeting.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(f), 3(g)

- This standard was identified as unmet at the school's standard inspection in November 2021. Inspectors found that the assessment information gathered about pupils was not useful enough to staff. It did not enable staff to identify with ease those pupils who needed more help and support to catch up with their learning, other than for those pupils with special educational needs and/or disabilities.
- The action plan set out how leaders intended to put in place a revised assessment system. This was to improve the quality of information that staff gather about how well pupils are learning the curriculum over time. However, leaders had not set out in the action plan how staff would be supported to check how well pupils were learning in lessons and across the curriculum.
- Since the previous standard inspection in November 2021, leaders have employed new staff to strengthen expertise on developing systems to check how well pupils are learning the curriculum. Appropriate systems are in place to support staff with identifying where pupils need extra support in their learning.
- The standards in this part remain unmet.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5(b)(vi)

- This standard was identified as unmet at the school's standard inspection in November 2021. This was because inspectors found that although the Kodesh curriculum ensured that pupils respect others' views and opinions, and that pupils have learned about other faiths, pupils had not been taught about respect for differences among people in relation to all the protected characteristics identified in the Equality Act 2010.
- In the action plan that was submitted to Ofsted in May 2022, leaders did not explain how they intended to encourage respect for all the protected characteristics, as determined in the Equality Act 2010.
- During this inspection, leaders stated that, in keeping with the school's faith and beliefs, pupils do not learn about sexual orientation and gender reassignment. Pupils do not learn about the full range of protected characteristics or LGBTQ+ relationships.
- The standard in this part remains unmet.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b)

- At the standard inspection in November 2021, this standard was not met because leaders had not ensured that arrangements to safeguard and promote the welfare of pupils were in place. This was because the Department for Education (DfE) had not been informed of a change to the membership of the proprietor body. The required safeguarding checks on a new member of the proprietor body had not taken place.
- In the school's action plan, which was evaluated in May 2022, leaders indicated that they had applied for and received an enhanced Disclosure and Barring Service (DBS) check for the member of the proprietor body subject to this unmet standard.
- During this inspection, evidence confirmed that leaders and managers have undertaken the required safeguarding checks on members of the proprietor body and staff. Systems are in place to ensure that any new appointments at any level, including governance and leadership, will be subject to the required safeguarding checks.
- Leaders have updated the school's safeguarding policy so that it pays due regard to up-to-date guidance from the Secretary of State. The policy is available to parents on request. It includes specific information about how staff are to act in cases relating to peer-on-peer abuse. Staff are appropriately trained and knowledgeable in relation to the safeguarding of pupils. They know how to respond appropriately to any safeguarding and welfare concerns.
- The standard in this part is now met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraphs 20(6), 20(6)(a), 20(6)(b), 20(6)(b)(i), 20(6)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The standard inspection in November 2021 found that leaders were in breach of their statutory duties. They had not informed the DfE of changes to the proprietor body and, as a result, the required safeguarding checks for these members were not in place.

- In the school's action plan in May 2022, leaders indicated that they had applied for and received an enhanced DBS check for the member of the proprietor body subject to this unmet standard.
- During this inspection, evidence showed that leaders and managers have undertaken the required safeguarding checks on this member of the proprietor body, alongside the required checks on other staff and leaders.
- The standards in this part are now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)

- At the previous standard inspection of the school in November 2021, inspectors identified that the proprietor body had not ensured that all the independent school standards were consistently met. It also identified that the proprietor body was not meeting statutory duties in relation to the Equality Act 2010, nor the requirements of the RSE statutory guidance. It was also in breach of safeguarding requirements. Additionally, inspectors found that the proprietor body was not making sufficient checks on the quality of education in the school or how school leaders were meeting the independent school standards. Inspectors said that school leaders were not getting the support that they needed to improve the curriculum. Inspectors asked the proprietor body to ensure that systems were put in place to challenge and support school leaders to bring improvements to the quality of education for pupils.
- In the action plan dated May 2022, leaders identified an extensive range of priorities to respond to the unmet standards identified. However, the action plan did not show how leaders intended to meet the standards relating to the requirements of the RSE statutory guidance. Nor did the action plan indicate how the proprietor body, and leaders, intended to ensure that the standard encouraging respect for all the protected characteristics, as outlined in the Equality Act 2010, would be met.
- The proprietor body has taken effective steps to strengthen the leadership and management of the school. New leaders have been appointed and are providing effective support to staff in improving the quality of education. The proprietor body meets regularly with the headteacher to provide challenge and support to bring about the required improvements to the curriculum.
- Leaders have taken effective steps to improve the curriculum. They have taken actions to increase the range of subjects that pupils are able to study. Schemes of work are in place which set out what leaders want pupils to learn. Plans are in place to support any pupils who struggle with reading, for example by developing their phonics knowledge.
- Leaders have addressed the issues concerning safeguarding checks on the suitability of staff.
- Although leaders have addressed the issues concerning safeguarding and some aspects of the quality of education, they have not met the standards with regard to the RSE statutory guidance. Nor have they met the standards which require them to encourage respect for all of the protected characteristics, as outlined in the Equality Act 2010. This means that leaders are not fulfilling their statutory duties.
- The standard in this part is not met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection, as set out in the annex of this report. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all the standards and associated requirements were checked during this inspection.

School details

Unique reference number	135168
DfE registration number	355/6054
Inspection number	10249477

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	120
Number of part-time pupils	None
Proprietor	Beis Hatalmud Manchester Ltd
Chair	Arnold Henry
Headteacher	Rabbi Y Emanuel
Annual fees (day pupils)	£7,500
Telephone number	0161 708 0400
Website	None
Email address	admin@beishatalmud.co.uk
Date of previous standard inspection	9 to 11 November 2021

Information about this school

- The school's previous standard inspection was in November 2021.
- Leaders do not make use of any alternative provision.
- Beis Hatalmud school is an Orthodox Jewish faith school.

Information about this inspection

- This was the second inspection that 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.
- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress that the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the first progress monitoring inspection since the standard inspection in November 2021. It was conducted without notice.
- Ofsted evaluated leaders' action plan, following the standard inspection, on 9 May 2022. The DfE rejected the action plan following the standard inspection.
- The inspector met with the headteacher, senior leaders and curriculum leaders. She looked at schemes of work and the curriculum policy. The inspector visited some lessons.
- The inspector spoke with a group of pupils about their experience of school and about safeguarding matters.
- The inspector had a telephone conversation with a member of the school's proprietor body.
- The inspector examined policy documents, including the school's safeguarding policy.

Inspection team

Elizabeth Stevens, lead inspector

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

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[9].
- 2A(1) The standard in this paragraph is met if the proprietor–
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools.

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

The school now meets the following requirements of the 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(1)(b) the written policy, plans and schemes of work–
- 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.

2(2) For the purposes of paragraph (2)(1)(a), the matters are–

- 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
- 2(2)(e)(iii) helps to encourage them to fulfil their potential
- 2(2)(h) that all pupils have the opportunity to learn and make progress; and
- 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

2(A)(1) The standard in this paragraph is met if the proprietor–

- 2(A)(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education,
- except in so far as the pupil is excused as mentioned in sub-paragraph (2).

3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–

- 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught
- 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
- 3(c) involves well planned lessons and effective teaching methods, activities and management of class time
- 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons
- 3(f) utilises effectively classroom resources of a good quality, quantity and range; and
- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

Part 3. Welfare, health and safety of pupils

7 The standard in this paragraph is met if the proprietor ensures that–

- 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- 7(b) such arrangements have regard to any guidance issued by the Secretary

of State.

Part 4. Suitability of staff, supply staff, and proprietors

- 21(6) The standard in this paragraph is met in relation to an individual ("MB"), not being the Chair of the school, who is a member of a body of persons corporate or unincorporate named as the proprietor of the school in the register or in an application to enter the school in the register, if–
 - 20(6)(a) MB–
 - 20(6)(b) subject to sub-paragraphs (7) to (8), the Chair of the school makes the following checks relating to MB–
 - 20(6)(b)(i) where relevant to the individual, an enhanced criminal record check
 - 20(6)(c) subject to sub-paragraph (8), where the Secretary of State makes a request for an enhanced criminal record check relating to MB countersigned by the Secretary of State to be made, such a check is made.
- 21(6) The information referred to in this sub-paragraph is, in relation each member ("MB") of a body of persons named as the proprietor appointed on or after 1st May 2007, whether the checks referred to in paragraph 20(6)(b) were made, the date they were made and the date on which the resulting certificate was obtained.
- 21(7) The information referred to in this sub-paragraph is, in relation to each member of a body of persons named as the proprietor in post on 1st August 2007 who was appointed at any time before 1st May 2007–
 - 21(7)(a) whether each check referred to in sub-paragraph (6) was made; and
 - 21(7)(b) whether an enhanced criminal record certificate was obtained, together with the date on which any check was completed or certificate obtained.

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)(c) actively promote the well-being of pupils.

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