

Inspection of Talmud Torah Chinuch Norim School

11 Wellington Street East, Salford, Manchester M7 2AU

Inspection dates:

22 to 24 November 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

Requires improvement

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 are happy in this friendly, welcoming school. Children in early years develop secure attachments to key adults. Older pupils enjoy using the outdoor gym equipment or playing football at breaktime. Pupils and children of all ages feel safe and are kept safe in school.

Teachers expect pupils to listen carefully and to try their best in lessons. However, in some subjects, the curriculum does not help pupils to learn well. Pupils do not learn some of the important knowledge that they need in these subjects. This is especially the case for the eldest pupils in school. Pupils and children across the school do not achieve as well as they could, including those with special educational needs and/or disabilities (SEND).

There are opportunities for pupils to learn about some of the differences among people in their local community and in the wider world. For example, they learn about some other faiths and cultures. They learn to treat others with kindness and care. However, pupils in the secondary phase of education do not learn about all of the protected characteristics. This limits pupils' readiness for life in British society.

Pupils understand the school rules and behave well. Leaders have high expectations of pupils' behaviour. Two- and three-year-olds develop good manners as they eat their lunch with staff. Older pupils respond quickly to instructions, for example when moving about the school. The school is generally an orderly place. Pupils told inspectors that any incidents of bullying are dealt with quickly by staff.

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

Leaders have designed a curriculum that covers a broad range of subjects. However, they have not thought carefully enough about all of the knowledge that this curriculum should contain in each subject from early years to Year 8. This means that in some subjects, pupils miss out on important learning. In consequence, children in early years and pupils do not achieve as well as they should in these subjects, especially those of secondary age.

Some pupils do not learn to read well. Leaders do not ensure that children learn phonics as soon as they begin the Reception class. By the end of key stage 1, some pupils have not learned all of the letters and sounds that they need to know. Leaders have now taken steps to put this right. They have made reading a priority in school. Staff have received important training to enable them to deliver the reading curriculum well. However, these improvements are at too early a stage to have had any impact on pupils' achievement in reading.

In lessons, teachers check that pupils understand their learning. Teachers provide extra help for pupils who need it, for example by explaining things in a pupil's home language. From early years onwards, the curriculum supports all pupils to communicate effectively in English.

Pupils with SEND are identified quickly. Leaders work with staff to make adaptations to activities so that pupils with SEND can access the curriculum. Leaders communicate effectively with parents and carers and with professionals such as speech and language therapists and paediatricians. This enables leaders to secure extra support to enable pupils with SEND to succeed. That said, pupils with SEND are subject to the same curriculum weaknesses as other pupils in school. They too underachieve.

Pupils behave well in lessons. Any lively chatter stops as soon as pupils enter the classroom. They settle quickly to work when lessons begin. This enables all pupils to get on with their learning.

Children aged two and three benefit from warm, caring relationships with well-trained staff. These children know where to find the toys that they like and play happily alongside each other.

Pupils participate in a range of trips and visits beyond school. For example, pupils spoke about hikes in the countryside and visits to outdoor centres. Older pupils enjoy their regular visits to a local sports centre. Pupils take part in performances and in fundraising activities in the community.

Since the previous inspection, leaders have made some improvements to the curriculum for personal, social and health education (PSHE). Through both the Kodesh (religious) and secular curriculums, pupils learn about British values, such as democracy and the rule of law. Pupils of primary age benefit from relationships education. However, pupils of secondary age do not receive appropriate relationships and sex education (RSE) in readiness for the next stage in their education.

The proprietor and governors have a general understanding of their responsibility to set direction for the school. For example, they have made important financial decisions to improve the learning environment for children in early years. They have developed an accessibility plan in compliance with schedule 10 of the Equality Act 2010. The school is well maintained, and bright and spacious for pupils. However, the proprietor and governors have failed to ensure that all of the independent school standards (the standards) are met consistently. They have not implemented the statutory guidance on RSE in key stage 3. Added to this, they have not ensured that pupils are taught about all of the protected characteristics as set out in the Equality Act 2010.

Staff said that they enjoy working at the school. They appreciate the concern that leaders show for their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular safeguarding training. Staff understand and follow the procedures for reporting any concerns that they may have about a pupil's

welfare. Leaders keep detailed records and they make timely decisions about how best to help pupils.

Leaders work well with professionals, such as the local authority's safeguarding hub, in order to ensure that pupils and families who need help receive it. Leaders and staff work with parents and carers and pupils to ensure that they have a secure awareness of issues relating to online safety.

The school's safeguarding policy is available to parents on request.

What does the school need to do to improve?

(Information for the school and proprietor)

- In some subjects, the curriculum does not contain all of the knowledge that pupils, and children in early years, need to learn or the order in which they need to learn this knowledge. This makes it difficult for teachers to make sure that pupils learn everything that they need to know. Leaders must ensure that in all subjects, the curriculum from early years to Year 8 provides teachers with enough information about all of the important knowledge that pupils and children need to learn in order to achieve well.
- Leaders have not ensured that all staff have strong subject knowledge in phonics. This prevents staff from delivering the curriculum well, including for children in early years. Leaders must ensure that all staff teaching phonics have the strong subject knowledge that they need to implement the phonics curriculum effectively from the start of Reception Year, so that children and pupils across the school learn to read well.
- Leaders have not identified some of the key knowledge that pupils of secondary age need to learn in relation to RSE. This makes it difficult for staff to ensure that older pupils are deepening their understanding in a way that is appropriate to their age. Leaders must ensure that the curriculum for RSE contains the knowledge needed to prepare key stage 3 pupils adequately for the next stage in their education.
- Pupils, especially those of secondary age, do not learn about all of the protected characteristics as set out in the Equality Act 2010. This means that they are not fully prepared for life in British society. Leaders must ensure that they comply with their statutory duties by teaching pupils in age-appropriate ways about the full range of protected characteristics.

How can I feed back my views?

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The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	105993
DfE registration number	355/6007
Local authority	Salford
Inspection number	10243487
Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 13
Gender of pupils	Boys
Number of pupils on the school roll	330
Number of part-time pupils	0
Proprietor	Joshua Waldman
Headteacher	Avrohom Heiman
Annual fees (day pupils)	Parental contributions
Telephone number	0161 792 9292
Website	None
Email address	ttcnmanc@gmail.com
Date of previous inspection	28 to 30 January 2020

Information about this school

- Talmud Torah Chinuch Norim is an Orthodox Jewish faith school.
- The school operates from 11 Wellington Street East, Salford, Manchester M7 2AU.
- The most recent full standard inspection of the school was in January 2020.
- In November 2020, an additional inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which was to advise the Department for Education about the school's likely compliance with the independent school standards relevant to the material change that the school had applied to make.
- Leaders do not make use of any alternative provision.
- There are currently no Year 8 pupils at the school.
- The school caters for two-year-old children.

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 the school had 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.
- Inspectors carried out deep dives in reading, mathematics, geography and PSHE. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects with leaders.
- During the inspection, inspectors reviewed a range of documentation, including that in relation to safeguarding and information relating to the standards. They looked at records of pupils' behaviour and attendance. Inspectors also spoke with staff to understand how they keep pupils safe.
- Inspectors spoke with some pupils about school life. An adult was present for some of these discussions. It was not possible to ask pupils about their learning in relation to some of the protected characteristics or about sex education. This did not impact on the inspection outcome.
- There were no responses to Ofsted Parent View. There were no responses to Ofsted's online surveys for staff or for pupils.

- Inspectors checked the school premises.
- Inspectors spoke with staff to discuss leaders' support for their workload and well-being.

Inspection team

Mavis Smith, lead inspector

His Majesty's Inspector

Elaine Mawson

His Majesty's 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; and
 - (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)(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),
 - 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,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.

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;

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