

Inspection of Ahavas Torah Boys Academy

Salbec House, 16 Winders Way, Salford, Manchester M6 6AR

Inspection dates: 30 November to 2 December 2022

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Inadequate

Leadership and management

Inadequate

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 have been severely let down by leaders in all aspects of their school life. They do not receive the quality of care or education that they deserve. Despite this, pupils enjoy being with their friends at school. However, they are expected to spend their playtimes in grounds that are poorly maintained and, in parts, strewn with hazardous litter. Pupils learn in classrooms that are dirty and damaged. On occasions, pupils are not properly supervised. This puts them at risk of harm.

Leaders' expectations for pupils' achievement are too low. The work that teachers give to pupils does not help them to learn well. For example, at times, the work set by teachers does not support pupils to learn the knowledge in the curriculum. Added to this, some pupils do not understand the work because teachers do not provide clear explanations. Pupils, including those with special educational needs and/or disabilities (SEND), do not achieve well.

Leaders' expectations for pupils' behaviour are equally low. Pupils' behaviour is sometimes inappropriately boisterous while moving around school. This occasionally leads to a lack of care for the safety of fellow pupils. That said, pupils are generally polite to adults. Pupils said that bullying is rare. They trust that adults will address it quickly if ever it happened.

Although pupils know that they must respect people who they perceive to be different to themselves, they do not learn about all of the protected characteristics. Neither do they receive an appropriate programme of impartial careers education, advice and guidance. This prevents pupils from being fully prepared for life in modern Britain.

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

Leaders do not provide the broad, ambitious curriculum to which pupils are entitled. Instead, pupils across the school study a narrow range of secular subjects. Pupils in key stage 3 do not develop a strong foundation of knowledge which is appropriate to their age. Pupils do not learn well.

The curriculum is weak and poorly designed. Leaders have failed to take account of the important knowledge that pupils must learn in each subject. Neither have they considered the order in which key knowledge should be learned. This means that pupils miss out on important learning and do not build knowledge securely in readiness for the next stage of their education.

Leaders have not ensured that staff have the subject knowledge required to deliver the curriculum well. Some teachers struggle to provide pupils with clear and accurate explanations of new learning because their own subject knowledge is poor. This weakness is also reflected in the inappropriate activities that teachers sometimes select for pupils. These activities do not help pupils to deepen their learning.

Teachers do not check carefully enough that pupils have understood new learning. This prevents them from identifying misconceptions and providing extra support if pupils need it. Teachers pay insufficient attention to whether the curriculum is helping pupils to know more and remember more over time.

Leaders have not prioritised reading. They have not identified or considered the needs of pupils who may be at the early stages of learning to read. Leaders do not ensure that pupils who find reading more difficult receive the support that they need to enable them to catch up and keep up. This impedes how well pupils access the wider curriculum.

Leaders do not have a secure understanding of their responsibilities in relation to pupils with SEND. They do not identify the additional needs of these pupils in a timely way. Leaders do not ensure that pupils with SEND receive the support that they need. Instead, parents and carers are left with no choice but to seek private referrals to secure support for pupils with SEND. Added to this, pupils with SEND are subjected to the same curriculum weaknesses as other pupils. Pupils with SEND underachieve.

Leaders do not ensure that some staff implement the school's behaviour policy consistently well. For example, on occasions, staff do not address pupils' boisterous behaviour as they move around the school. Although the relationships between staff and pupils are mostly positive, some pupils become disengaged from their learning when it does not interest them. They behave less well in lessons when this happens.

Leaders have considered how staff should teach relationships and sex education (RSE). They have consulted with parents and carers about this. Leaders have designed a programme that covers sensitive aspects in ways that are appropriate. Parents have told leaders that they do not want their children to receive sex education in school.

Leaders have not ensured adequate provision for pupils' personal development. Pupils do not learn about all of the protected characteristics. Leaders have not provided pupils with a structured programme of impartial careers information, education, advice and guidance. Pupils gain very little knowledge of faiths and cultures other than their own.

Leaders have not resolved the issues identified at the last standard inspection in relation to governance. The proprietor has no oversight of leaders' work. He is not holding leaders to account for the poor quality of education that pupils receive. This dereliction of duty means that the proprietor has failed to ensure that the school consistently and securely meets the independent school standards (standards).

Leaders have failed to identify and address a number of hazards that present a real risk to pupils' and staff's welfare, health and safety. The school is poorly maintained. Important checks of fire alarms and emergency lighting have not routinely taken

place. The accessibility plan that leaders have devised does not comply with schedule 10 of the Equality Act 2010. There is no capacity to improve the school.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders do not have an awareness of the latest safeguarding guidance from the Secretary of State. Their policies are based on outdated legislation. They are not fit for purpose. However, the safeguarding policy is made available to parents on request.

Leaders have not provided staff with sufficient, up-to-date safeguarding training. Some staff struggle to remember the last time that they had safeguarding training, or the content of such training. Therefore, staff do not learn how to recognise when pupils may be at risk of harm, for example from child-on-child abuse.

Leaders do not carry out all the necessary checks on the suitability of staff to work in the school. Leaders were unable to provide evidence that such checks have been carried out on the proprietor.

Leaders with overall responsibility for safeguarding have an inaccurate understanding of how to report any concerns that they or staff might have about a pupil's welfare. Leaders are unclear about how to secure appropriate professional help for pupils. This puts pupils' welfare at risk.

Pupils' understanding of how to keep themselves safe is limited to matters such as road safety. Leaders do not ensure that pupils learn about the risks associated with using the internet or within the wider community.

What does the school need to do to improve?

(Information for the school and proprietor)

- The proprietor has not ensured that individuals with leadership and management responsibilities at the school fulfil their roles effectively. This has led to a wide range of unmet standards. This has impacted negatively upon all aspects of leaders' provision for pupils, including their education, welfare, and health and safety. The proprietor must ensure that those with leadership and management responsibilities demonstrate the knowledge and skills that they require to ensure that all of the independent school standards are met consistently well.
- Leaders, including those responsible for safeguarding, have not ensured that all staff have had appropriate safeguarding training that takes account of current legislation, including Keeping Children Safe in Education September 2022. This means that staff do not have the necessary knowledge to identify when pupils are at risk of harm, for example from child-on-child abuse. Leaders must make sure

that all staff receive up-to-date safeguarding training to enable them to identify signs and symptoms of a wide range of abuse and neglect.

- Leaders do not carry out appropriate pre-employment checks on adults who have lived or worked abroad. This prevents leaders from checking fully that these adults are suitable to work with pupils, and potentially places pupils at risk of harm. Leaders must ensure that they carry out all appropriate checks on adults before allowing them to take up employment at the school.
- Leaders have not designed a curriculum that is sufficiently ambitious for pupils. The range of subjects that pupils study is too narrow and leaders have not identified the essential knowledge that pupils must learn. This places a limit on what pupils can achieve academically. Leaders must ensure that all pupils, including those with SEND, study a suitably broad and ambitious curriculum that is well designed.
- Some teachers do not have strong subject knowledge. This prevents teachers from providing pupils with clear explanations and appropriate activities that enable them to learn well. Leaders must ensure that all teachers are supported and trained to acquire the strong subject knowledge that they need to deliver the curriculum well.
- Leaders have not ensured that pupils who are behind with their reading knowledge are supported to catch up with their peers. This affects how well these pupils access the wider curriculum. Leaders must ensure that sufficient priority is given to identifying and supporting pupils who have deficits in their reading knowledge, including those with SEND. This is so that they can catch up in reading quickly and access the full curriculum.
- Leaders do not work effectively with staff to identify and meet the needs of pupils with SEND. This prevents them from providing the support that these pupils need to access the curriculum. Leaders must ensure that pupils with SEND are identified quickly and receive the timely support that they need to achieve well.
- Some staff do not apply the behaviour policy as leaders intend. This leads to some pupils' inappropriate behaviour going unchecked, including in lessons. Leaders must ensure that all staff understand and apply the behaviour policy consistently well.
- Leaders do not provide pupils with a clear programme of impartial careers guidance and support. This limits pupils' understanding of the choices that are available to them. Leaders must ensure that pupils receive impartial careers advice, guidance and support to equip them well for their future lives in modern Britain.
- Pupils 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 modern Britain. Leaders must ensure that they comply with their statutory duty by teaching pupils about the full range of protected characteristics.
- The accessibility plan that leaders have developed does not comply with schedule 10 of the Equality Act 2010. This is because the plan does not indicate how the school will increase over time the extent to which disabled pupils can participate

in the school's curriculum. Leaders must take action to ensure that the accessibility plan complies with schedule 10 of the Equality Act 2010.

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.

School details

Unique reference number	140036
DfE registration number	355/6000
Local authority	Salford
Inspection number	10203834
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	74
Number of part-time pupils	None
Proprietor	Arthur Weller
Headteacher	Aryeh Silkin
Annual fees (day pupils)	£4500
Telephone number	07501 621083
Website	None
Email address	admin@ahavastorah.org.uk
Date of previous inspection	5 to 7 June 2018

Information about this school

- Ahavas Torah Boys Academy is an Orthodox Jewish faith school.
- The last full standard inspection of the school was in June 2018.
- In August 2018, an additional inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which was to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.
- In December 2020, a further 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 has applied to make.
- Leaders do not make use of any alternative provision.
- The school's proprietor is Arthur Weller. This information is not included in Get Information about Schools.

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's leaders and have taken that into account in their evaluation.
- Inspectors carried out deep dives in these subjects: English, mathematics and Biblical Hebrew. 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.
- Inspectors reviewed a range of documentation about safeguarding. 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 RSE.

- Inspectors toured the school premises and checked documentation in relation to the standards.
- The inspectors considered the views expressed by parents in their responses to Ofsted Parent View. This included the free-text comments.
- There were no responses to Ofsted’s online surveys for staff or for pupils.
- Inspectors spoke with staff to discuss leaders’ support for their workload and well-being.

Inspection team

Mavis Smith, lead inspector

His Majesty's Inspector

Ahmed Marikar

His Majesty's Inspector

Tim Vaughan

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(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; and
- 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)(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];
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 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(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(e) demonstrates good knowledge and understanding of the subject matter being taught;

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)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

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.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 16 The standard in this paragraph is met if the proprietor ensures that-
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

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

- 18(2) The standard in this paragraph is met if-
 - 18(2)(e) in the case of any person for whom, by reason of that person living or having lived outside the United Kingdom, obtaining such a certificate is not sufficient to establish the person's suitability to work in a school, such further checks are made as the proprietor considers appropriate, having regard to any guidance issued by the Secretary of State; and
- 18(3) The checks referred to in sub-paragraphs (2)(c) and (except where sub-paragraph (4) applies) (2)(e) must be completed before a person's appointment.
- 20(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)(a)(i) is not barred from regulated activity relating to children in accordance with section 3(2) of the 2006 Act where that individual is or will be engaging in activity which is regulated activity within the meaning of Part 1 of Schedule 4 of that Act; and
 - 20(6)(a)(ii) does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction;
 - 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)(b)(ii) checks confirming MB's identity and MB's right to work in the United Kingdom; and
- 20(6)(b)(iii) where, by reason of MB's living or having lived outside the United Kingdom, obtaining an enhanced criminal record certificate is not sufficient to establish MB's suitability to work in a school, such further checks as the Chair of the school considers appropriate, having regard to any guidance issued by the Secretary of State;
- 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(3) The information referred to in this sub-paragraph is-
 - 21(3)(a) in relation to each member of staff ("S") appointed on or after 1st May 2007, whether-
 - 21(3)(a)(viii) checks were made pursuant to paragraph 18(2)(e),
- 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.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

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; and
 - 34(1)(c) actively promote the well-being of pupils.

Schedule 10 of the Equality Act 2010

Leaders have not made adequate arrangements to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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