

Inspection of Kerem Shloime

Gloucester House, Back Duncan Street, Salford M7 2EY

Inspection dates: 24 to 26 January 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Good

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils have borne the brunt of a serious decline in the quality of their education since the last inspection. Their academic development has suffered considerably. They deserve better. Despite this situation, pupils are happy at school. Their warm, trusting relationships with staff help pupils of all ages to feel safe and secure at school.

Expectations for pupils' achievement are low. In most subjects, the work that they receive does not help them to build up the knowledge that they need. In some subjects, they have hardly any lessons at all. This means that pupils, including those with special educational needs and/or disabilities (SEND), do not achieve as well. In contrast, leaders' expectations for children in the early years are much higher. They thrive and learn in their well-organised environment.

Pupils understand and follow the school rules. For example, children in the early years learn to share and play well together. Older pupils are respectful to adults. The school is generally calm and orderly. Leaders take swift action to address any bullying if it occurs.

Pupils have opportunities to visit sports centres and local parks in order to learn more about their community. They learn that they must respect people who are different from themselves. However, their understanding of the range of differences that exist between people is limited.

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

The school has been without permanent leadership since the last inspection. During this time, the curriculum has become disorganised and fragmented. Leaders have failed to get to grips with the necessary work to improve it. Instead, they have become too dependent on temporary external support. Consequently, in most subjects, pupils experience jumbled, disconnected learning that prevents them from achieving as well as they should.

In a very small number of subjects, leaders have taken more care to identify the key knowledge that they want pupils to learn. In these subjects, pupils build up their knowledge in smaller, well-ordered steps from the early years to Year 6. This helps pupils to know and remember more over time in these subjects. However, the curriculum in the majority of subjects has been neglected. There is little or no structure to learning in these subjects. Leaders have not considered the most important knowledge that pupils should learn. They have not identified the smaller steps of learning that pupils need to take in order to build knowledge securely.

Leaders have very recently begun work to identify the extent of the improvement that is needed at the school. However, this work is at far too early a stage to have had an impact for pupils. The curriculum does not meet the independent school standards ('the standards').

Leaders have not ensured that staff have the subject knowledge that they need to teach the curriculum effectively. The activities that teachers provide are frequently too easy for pupils. This prevents pupils from deepening their understanding. In almost all subjects, staff are unclear about how to check pupils' learning because there is insufficient information in the curriculum. This prevents staff from using assessment information to improve the learning that they provide for pupils.

The curriculum in the early years shines brightly in comparison with that for older pupils. Here, leaders have a clear vision for what they want children to know and to be able to do in readiness for Year 1. They have organised the curriculum well in each area of learning. Children build their new knowledge securely on what they already know. Staff use information from their assessments to adjust learning for children. By the time that they leave the Reception class, children are well prepared for key stage 1.

Leaders have made reading a priority. Children learn about phonics as soon as they join the early years. Staff have been trained to deliver the phonics curriculum well. Children build up their knowledge of letters and sounds each day. This continues in Year 1. The words in pupils' reading books contain only the letters and sounds that they have learned. This helps pupils to read successfully. Pupils who need to catch up receive the prompt support that they need. Most pupils learn to read well and develop a love of reading, including those with SEND.

Leaders and staff work together to identify pupils with SEND. However, the support that these pupils receive to access the curriculum cannot compensate for its deficiencies. Pupils with SEND suffer from the same curriculum weaknesses as their classmates and consequently, they underachieve.

Pupils behave well in school. They understand teachers' expectations because these are consistent and clear. Pupils usually settle quickly to work, for example after breaktimes. They do not disrupt learning with poor behaviour.

Pupils learn about values such as democracy, tolerance and the rule of law. They learn about relationships between friends and family members. However, pupils learn very little about other faiths and cultures. They do not learn, in ways that are appropriate for their age, about the differences between people that are protected by the law. This limits their readiness for life in British society.

The proprietor has not made adequate arrangements for the school's leadership over a prolonged period of time. The proprietor has not ensured that the standards are consistently met. Inspectors identified unmet standards in relation to the quality of education, pupils' spiritual, moral, social and cultural development, the provision of information, and the quality of leadership in and management of schools. Added to this, at the time of the inspection, leaders had not taken steps to ensure compliance with the statutory safeguarding and welfare requirements of the early years foundation stage framework relating to the qualifications of staff. This was not having an impact on the quality of education or care that children were receiving.

Leaders have not developed an appropriate policy for the curriculum. They have not developed plans and schemes of work across the broad range of subjects required by the standards. This prevents parents and carers from being able to access this information should they request it.

The proprietor and governors failed to recognise the extent of the decline since the previous inspection because they do not hold leaders to account effectively. Leaders do not have the capacity to improve the school without external support.

Leaders have ensured that the school premises are generally well maintained. Leaders have suitable health and safety policies in place, supported by appropriate risk assessments. Classrooms are spacious and well lit. There is adequate space for physical activity outdoors.

The proprietor and leaders are considerate of staff's workload in the decisions that they make. Staff appreciate leaders' concern for their well-being.

The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

There is an appropriate safeguarding policy which reflects the latest statutory guidance, and which is provided to parents on request.

Leaders have ensured that all staff receive regular safeguarding training. Staff know how to recognise signs of abuse and neglect. They understand and follow the school's procedure for reporting any concerns about a pupil's welfare.

Leaders work with other agencies, such as the multi-agency safeguarding hub. This enables them to make sure that pupils and their families receive the support that they need.

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

- The proprietor has not made adequate arrangements for the leadership of the school. This has led to a systemic decline in the quality of education for pupils, which prevents them from achieving as they should. There is insufficient capacity to make necessary improvements without external support. Appropriate arrangements must be made as a matter of urgency to ensure that the quality of education is improved rapidly and sustainably, so that pupils, including those with SEND, can achieve well.
- Those currently with leadership and management responsibilities do not have the skills and knowledge to ensure that all of the standards are met consistently. This has led to a range of unmet standards. The proprietor must ensure that those

with leadership and management responsibilities demonstrate the knowledge and skills needed to ensure that all of the independent school standards are met consistently.

- The proprietor and governors have an inaccurate and overoptimistic view of the school's effectiveness. They have not understood the extent of the school's weaknesses. This has prevented them from holding leaders to account for the school's decline. The proprietor and governors must now ensure that they develop a full and accurate understanding of the school's strengths and weaknesses in order to hold leaders fully to account for their work to improve the school.
- Leaders have failed to provide pupils with an ambitious curriculum across a broad range of subjects. This prevents pupils from building a strong foundation of knowledge in readiness for secondary school. Leaders must ensure that they provide pupils with a broad curriculum that has at least the ambition of the national curriculum, so that they are fully prepared for the next stage in their education.
- In almost all subjects, beyond the early years, leaders have not considered the most important knowledge that pupils need to learn in each year group or the order in which they should learn this important knowledge. This prevents teachers from building effectively on what pupils already know and can do. Leaders must ensure that the curriculum contains, in each subject, all of the important knowledge that pupils need to learn over time, so that teachers can make sure that pupils learn everything they need to know.
- In most subjects, staff do not have the subject knowledge that they need to teach what pupils should know. This prevents them from providing pupils with clear explanations and appropriate activities that enable pupils to learn well. Leaders must ensure that all staff are supported to acquire the subject knowledge that they need to deliver the curriculum well in all subjects.
- Pupils do not have enough opportunities to learn more about a range of faiths and cultures. This limits pupils' understanding of diversity. Leaders must provide pupils with a wider range of experiences to enable them to appreciate differences in faith and culture in British society.
- Pupils do not learn, in ways appropriate for their age, about all of the protected characteristics as set out in the Equality Act 2010. This prevents pupils from understanding that these characteristics must be respected. Leaders must ensure that they comply with their statutory duties by teaching pupils about the full range of protected characteristics.

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	140491
DfE registration number	355/6001
Local authority	Salford
Inspection number	10254670
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Boys
Number of pupils on the school roll	221
Number of part-time pupils	None
Proprietor	Eliyohu Pincus Levy
Headteacher	Rafael Brandies
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 792 7841
Website	None
Email address	keremshloime@gmail.com
Dates of previous inspection	8 to 10 October 2018

Information about this school

- Kerem Shloime is an Orthodox Jewish faith school.
- The school operates from premises at Gloucester House, Back Duncan Street, Salford M7 2EY.
- Leaders do not make use of any alternative provision.
- The previous standard inspection took place in October 2018.
- In November 2020, an emergency inspection was carried out at the request of the Department for Education. This was to check that the school met the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during that inspection. Not all of the standards and associated requirements were checked during that inspection.

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 received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke with the acting headteacher and other school leaders, and with the school's external adviser. The lead inspector also spoke with the proprietor and with governors.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, and art and design. 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 listened to some pupils reading to a familiar adult.
- 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. It was not possible for inspectors to ask pupils about their learning in relation to some of the protected characteristics.
- Inspectors toured the school premises and checked documentation in relation to the standards.

- There were no responses to Ofsted's online surveys for staff or for pupils, or to Ofsted Parent View, Ofsted's online survey. However, inspectors spoke with a few parents at the start of the school day.
- Inspectors spoke with staff to discuss leaders' support for their workload and well-being.

Inspection team

Mavis Smith, lead inspector

His Majesty's Inspector

Phill Walmsley

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; 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)(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)(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.
- 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(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;

- 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 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(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 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 6. Provision of information

- 32(3)(c) particulars of the policy referred to in paragraph 2.

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.

Early years foundation stage

- Safeguarding and welfare requirements
- paragraph 3.37 For children aged three and over in independent schools (including in nursery classes in academies), where there is no person with Qualified Teacher Status, Early Years Professional Status, Early Years Teacher Status or another approved level 6 qualification, no instructor, and no suitably qualified overseas trained teacher, working directly with the children:
 - there must be at least one member of staff for every eight children
 - at least one member of staff must hold an approved level 3 qualification
 - at least half of all other staff must hold an approved level 2 qualification

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 2023