

Talmud Torah D'chassidie Belz

157 Bevendon Square, Salford M7 4TP

Inspection date

27 March 2023

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1) - 2(1)(b)(ii), 2(2), 2(2)(a) - 2(2)(d)(ii), 2(2)(h), 2(2)(i)

- The proprietor body has prepared a curriculum policy that outlines a suitable education for pupils in key stage 1. However, they have not included any information about their intentions for the early years curriculum in this policy. Moreover, they do not have any plans or schemes of work in place for the Reception Year.
- Leaders have selected published schemes of work to support pupils' learning in key stage 1. The intended curriculum makes clear how pupils' spiritual, moral, social and cultural (SMSC) education will be developed. Leaders expect pupils to learn how to make the right choices when interacting with others. They intend that pupils will develop confidence in their own abilities. They also expect that pupils will be able to respect the opinions of others, including when these are different to their own. Leaders are clear in their intention that pupils will learn the value of following rules and belonging to a fair and democratic society. They have set out their commitment in preparing pupils to be active British citizens.
- Leaders intend that the schemes of work that they propose to use for key stage 1 will build on what pupils have learned in the early years. The planned curriculum is designed to ensure that all pupils, including those with special educational needs and/or disabilities (SEND), will develop the knowledge and skills that they will need to be ready for their learning in key stage 2.
- Leaders have chosen schemes of work that focus on the development of a secure knowledge of spoken and written English and mathematics. They are aware that some pupils may have a limited knowledge of the English language prior to joining the school and may need support to catch up quickly.
- The intended curriculum for key stage 1 covers most subjects in the national curriculum. This includes subjects such as art and design, science, physical education (PE), computing, history, geography and music.
- Leaders intend that pupils will be taught personal, social, health and economic (PSHE) education. Aspects of the PSHE curriculum will be delivered through learning in other curriculum subjects. Leaders have included a suitably wide range of topics in the

proposed school's PSHE curriculum. This curriculum encourages respect for other people. Leaders understand their responsibility to comply with the Equality Act 2010, with particular reference to the protected characteristics.

Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d) - 2A(1)(g), 2A(3)

- The PSHE curriculum sets out clearly what leaders intend for key stage 1 pupils to learn in relationships education. Leaders have due regard to the statutory guidance in relation to this curriculum content. Leaders have consulted with members of their faith community about the content of the intended relationships education curriculum. They are aware that further consultation will be needed with parents and carers when pupils are admitted to the school.

Paragraph 3, 3(a) - 3(j)

- The proprietor body had not recruited any staff to work at the school at the time of the inspection. However, leaders have a clear idea of the knowledge and experience that teachers and support staff will need.
- Leaders have templates available for teachers to use when they are preparing learning activities for their pupils. Leaders expect teachers to meet the different needs of pupils. Members of the proprietor body have experience of supporting pupils with SEND. They intend to share their expertise with teachers.
- Leaders have purchased suitable resources to support teaching and learning in key stage 1.
- The proprietor body is committed to providing a high-quality education. Leaders demonstrate suitable knowledge and experience to provide teachers with the training, guidance and support that they will need.

Paragraph 4

- Leaders have an appropriate assessment policy in place.
- Pupils' levels of attainment and personal needs will be checked when they start at the school. Leaders expect that teaching staff will benefit from speaking with staff who know pupils well from their time in the early years setting. Leaders expect pupils' progress and attainment to be checked regularly by teachers. Information about pupils' progress will be shared regularly with parents and those responsible for governance. Leaders intend that teachers will use the findings from these assessments to plan what pupils need to learn next.
- Pupils at the school will be expected to complete national end-of-key-stage assessments in Year 2.
- All the standards in this part are likely to be met if the proprietor body's request to register for pupils aged four to seven years is modified so that only pupils aged five to seven years would be admitted to the school.

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

Paragraph 5, 5(a), 5(b) - 5(b)(vii), 5(c), 5(d) - 5(d)(iii)

- SMSC education is central to the proposed school's intended curriculum. Leaders intend that pupils build a strong sense of identity. They want pupils to understand and

value the benefits of belonging both to their faith community and being an active citizen in modern Britain.

- The proposed PSHE curriculum for key stage 1 includes learning about different types of families. Leaders want pupils to learn that communities in different parts of Britain, and in their local area, may have some differences to their own but also have many things in common.
- There is a strong focus in the leaders' proposed curriculum on pupils developing their ability to know the difference between right and wrong. Leaders are committed to pupils being able to challenge each other's thinking respectfully.
- The school's policies include references to leaders' responsibilities to ensure that the school complies with the requirements of the Equality Act 2010.
- All the standards in this part are likely to be met if the proprietor body's request to register for pupils aged four to seven years is revised so that only pupils aged five to seven years would be admitted to the school.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The proprietor body is well informed about how to keep pupils safe. They recognise their responsibility to ensure that staff understand and carry out their roles and responsibilities. Leaders have produced an up-to-date safeguarding policy which explains the school's safeguarding procedures. This policy reflects the latest statutory guidance about safeguarding children. Leaders have purchased an online reporting system for staff to use to report and record concerns. These records will be monitored by the designated safeguarding lead.
- One of the members of the proprietor body is a trained designated safeguarding lead. It is envisaged that he will keep the school's staff well informed about the latest guidance with regard to safeguarding. All staff will receive an appropriate induction programme, including safeguarding training. This will include how to identify potential signs of abuse. The computing scheme of work sets out the knowledge that pupils must learn about how to keep themselves safe online.
- The safeguarding policy will be made available to parents on request.

Paragraphs 9, 9(a) - 9(c), 10

- The proprietor body has produced policies that set out how leaders will promote good behaviour and protect pupils from bullying. Leaders intend that all incidents will be recorded electronically. This online recording system should enable leaders to check for any patterns of concerning behaviour.

Paragraphs 11, 12, 13, 16, 16(a), 16(b)

- The proprietor body have drawn up a comprehensive health and safety policy. This policy and the supporting documents set out how leaders will ensure that any risks to pupils and staff are managed well. Leaders have planned regular premises checks. Leaders intend that regulatory checks are carried out, such as those set out in the Regulatory Reform (Fire Safety) Order 2005. Leaders plan to address any issues that are identified through these checks promptly.

- There is an up-to-date first-aid policy in place. There are plentiful well-stocked first-aid stations around the site. The proprietor body is clear about the need for staff to be well trained in first aid and to be able to support any pupils with medical conditions, including allergies.
- There are robust and detailed risk assessments in place to cover all parts of the school buildings and activities that pupils are likely to take part in.
- Leaders were in the process of updating the school's computer network at the time of the inspection. This work is being carried out so that pupils will have safe access to the internet while at school.

Paragraph 14

- Leaders have taken into consideration the need to supervise pupils adequately at social times, as well as in class, when deciding on the number of staff that they intend to employ at the school. For example, they have sensible plans in place to employ additional staff at lunchtimes while teachers have their break.

Paragraph 15

- Leaders have chosen an online system to register pupils' attendance and to monitor any pupil absences. Leaders will report regularly on pupils' attendance to the governors of the school.
- The proprietor body has published a suitable admissions policy for the school. The intended online system for recording admissions includes fields for all of the information required by the Education (Pupil Registration) Regulations 2006.
- All the independent school standards in this part are likely to be met if the request for registration is approved.

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

Paragraph 18(2), 18(2)(a), 18(2)(b), 18(2)(c) - 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(2), 19(2)(a), 19(2)(a)(i) - 19(2)(a)(i)(aa) - 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b) - 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a) - 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i) - 20(6)(b)(iii), 20(6)(c), 21(1) - 21(3), 21(3)(a), 21(3)(a)(i) - 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7) - 21(7)(b)

- Leaders have a single central record in place. All the required information for members of the proprietor body is currently recorded here. Leaders have a clear understanding of how to check the suitability of staff before they are appointed.
- Members of the proprietor body are well trained in safer recruitment practices. Leaders intend that new staff will complete safeguarding, and other related training, before they take up their respective roles.
- All the independent school standards in this part are likely to be met if the request for registration is approved.

Part 5. Premises of and accommodation at schools

Paragraph 23(1), 23(1)(a), 23(1)(b), 28(1) - 28(1)(d), 28(2) - 28(2)(b)

- The proposed school is housed in two purpose-built, adjacent buildings within an enclosed play area. The accommodation comprises of an office area and spaces

suitable for four classrooms. These classrooms are suitably furnished for key stage 1 pupils. There are toilets for the sole use of pupils and a toilet for use by staff or visitors.

- The toilet facilities are appropriate. The toilet cubicles can be secured from the inside. There is hot and cold running water. The hot water is thermostat controlled and at an appropriate temperature so that pupils will not scald themselves. Water in the toilets is clearly marked as not suitable for drinking. Pupils can access drinking water throughout the day from designated water dispensers.

Paragraph 24(1), 24(1)(a), 24(1)(b), 24(2)

- There is a suitable medical room provided for use by pupils when they feel unwell. There are suitable washing facilities and a toilet adjoining the room. A bed, blanket and pillow were available in the medical room at the time of the inspection. The room is equipped with a first-aid kit and a lockable medicine cabinet.

Paragraphs 25, 26, 27, 27(a), 27(b)

- The proposed school accommodation is at an appropriate standard. It meets all requirements for the health, safety and welfare of pupils. The acoustics and lighting for each room are suitable. The classrooms have sufficient natural light. There is adequate exterior lighting around the site so that pupils, staff and visitors can arrive and leave the school safely during the hours of darkness.

Paragraph 29(1), 29(1)(a), 29(1)(b)

- The playground is not large enough to accommodate safely the number of pupils proposed by leaders. The playground could accommodate up to 60 pupils adequately if the school were registered.
- The outdoor space is suitable for the school's planned PE curriculum.
- All the independent school standards in this part are likely to be met if the inspector's recommendations for modifications to leaders' proposals for the school's capacity and the age range of pupils are actioned. The inspector's recommended capacity is lower than the proprietor body's proposed capacity as set out in their application. The inspector's recommended age range would be for pupils aged five to seven years rather than for pupils aged four to seven years as proposed by the proprietor body.

Part 6. Provision of information

Paragraph 32(1) - 32(1)(k), 32(2) - 32(2)(d), 32(3) - 32(3)(g)

- The proprietor body does not have a website. Leaders will make sure that parents are given copies of policies and other documentation that they may need. These include information on admissions, behaviour and safeguarding. All documents will be made available to parents on request from the school.
- Leaders will provide termly and annual reports on pupils' progress and attainment to parents. These reports will be detailed and provide a holistic picture of each pupil's progress.
- Leaders are aware that any inspection reports need to be made available to parents.
- All the standards in this part are likely to be met if the request for registration is approved.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a) - 33(k)

- The proprietor body has produced a suitable complaints policy. It sets out appropriate timescales for leaders to deal with any complaints. The policy includes information about the storage and sharing of written records of any complaints. The policy provides all the information that parents are likely to need if they wish to raise a concern. It ensures that parents know how leaders will deal with any complaints.
- All the independent school standards in this part are likely to be met if the request for registration is approved.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1) - 34(1)(c)

- The proprietor body has a secure understanding of the independent school standards. They are clear about the range of checks that they intend to use to ensure that the standards are maintained.
- Leaders demonstrate the knowledge and experience required to set up and run this independent school. They show a clear commitment to providing a good quality of education for pupils. They have a secure understanding of their responsibilities to promote the well-being of pupils.
- Leaders have made suitable arrangements to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.
- All the independent school standards in this part are likely to be met if the request for registration is approved.

Schedule 10 of the Equality Act 2010

- The proposed school's accessibility plan fully meets statutory requirements.

Statutory requirements of the Early Years Foundation Stage

- The proprietor body has not fully considered the learning and development or safeguarding and welfare requirements of children in the early years foundation stage in its plans for the school. This includes in the curriculum policy, plans and schemes of work. The inspector has recommended that if the proprietor body's registration application is approved, the school is registered solely for pupils in key stage 1.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	149571
DfE registration number	355/6044
Inspection number	10276909

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent faith school
School status	Independent school
Proprietor	Belz Cheider Limited
Chair	Saadia Grinfeld
Headteacher	None
Annual fees (day pupils)	£3,900
Telephone number	0208 731 1923
Website	None
Email address	l.werjuka@belzcheder.co.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	Not applicable
Number of pupils of compulsory school age who have an education, health and care plan, or who are looked after by a local authority	Not applicable
Total hours operating as a school per week	Not applicable
Total hours of teaching provided per week	Not applicable

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	4 to 7	5 to 7
Number of pupils on the school roll	Not applicable	90	60

Reason for inspector's recommendations

The proposed school's playground is not large enough to accommodate safely the number of pupils planned by leaders. The playground could accommodate up to 60 pupils if the school were registered.

The curriculum proposed by the proprietor body is suitable for pupils in key stage 1. The proprietor body has not devised a curriculum for children in the early years. The curriculum would be appropriate for five-, six- and seven-year-old pupils if the school were registered.

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Boys
Number of full-time pupils of compulsory school age	Not applicable	90
Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	Unknown
Of which, number of pupils with an education, health and care plan	Not applicable	Unknown
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	Unknown

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	None	3
Number of part-time teaching staff	None	Unknown
Number of staff in the welfare provision	None	3

Information about this proposed school

- This proposed independent school is located in purpose-built premises at 157, Bevendon Square, Salford M7 4TP.
- It is proposed that the school will provide full-time education for up to 90 boys in the Reception Year, Year 1 and Year 2.
- The proposed school will have a Hasidic Orthodox Jewish faith ethos.
- There is an early years provision on the same site, which is also managed by the school's proprietor body, Belz Chelder Limited. It is expected that most of the children from this early years setting will move into this school. This early years provision is registered with Ofsted.

Information about this inspection

- This inspection was commissioned by the Department for Education to determine if the proposed school is likely to meet the independent school standards if the provider's application is approved.
- This was the proposed school's first pre-registration inspection.
- The inspector held discussions with members of the proprietor body.
- The inspector conducted a tour of the school to check the suitability of the proposed premises against the relevant independent school standards. She also looked at a wide range of documentation and policies, including those relating to the curriculum, behaviour, and health and safety. She also checked documentation relating to safeguarding.

Inspection team

Claire Cropper, lead inspector

His Majesty's Inspector

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