

Inspection of Ateres Elisheva

Beis Menachem, Park Lane, Salford M7 4JD

Inspection dates: 13 to 15 June 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Early years provision	Good
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Overall effectiveness at previous inspection	Requires improvement
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils at Ateres Elisheva are happy and enjoy attending school. They are greeted each morning by teachers with a smile. They like spending time with their friends and are enthusiastic about learning. They learn about a wide range of secular subjects (Chol) in addition to Jewish studies (Kodesh). Pupils, including those with special educational needs and/or disabilities (SEND), achieve well. This prepares pupils well for the next stage of their education.

Leaders and teachers have high expectations for pupils' learning and behaviour. Pupils meet these aims by working hard and behaving very well. Pupils are inquisitive and contribute eagerly during lessons. Children in the early years are quick to settle and learn routines. Pupils are well mannered and kind to each other and staff. This helps them to feel safe. Any incidents of unacceptable behaviour are dealt with effectively and sensitively by leaders. This includes any rare occurrences of bullying.

Leaders build up pupils' sense of self-worth and self-belief. This helps pupils to develop confidence and resilience over their time at school. Leaders have created a thriving Sunday club where pupils love contributing to the creation of their own 'middos kinder' book. They learn about the interplay between Hebrew and British values and understand the importance of respect, acceptance and judging others favourably.

Parents and carers speak warmly of the school. A typical parent comment was, 'This is a fantastic school. It is by far the most caring. The teachers are there for the children to help them to learn and achieve.'

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

Leaders have designed an ambitious and varied curriculum. They successfully balance Kodesh with a variety of secular subjects. The majority of curriculums, including for children in the early years, set out in detail the knowledge that teachers will teach, and in what order it will be taught. This supports pupils to learn well over time. However, in a very small number of subjects, curriculum plans are less well developed than others. In these subjects, leaders have not identified all the essential information that pupils must learn. Neither have they ensured that the curriculum builds in these subjects progressively from the early years into key stage 1. As a result, this prevents teachers from identifying accurately, and building on, what pupils should know and remember.

Since the previous inspection, leaders have supported teachers well so that they gain expert knowledge of their subjects, for example in phonics and mathematics. However, the subject-specific training that staff have received to meet the learning needs of pupils is not applied equally well across subjects. While pupils achieve well overall, the curriculum does not enable some pupils to develop their subject knowledge to the same depth as in other subjects.

Teachers regularly check what pupils know and can do. In lessons, teachers use a range of methods to check what pupils know and spot any misunderstandings. They use assessment effectively to ensure that pupils' previous learning is fully secure before moving on. Most pupils recall what they have learned with confidence.

Since the previous inspection, leaders have prioritised the teaching of early reading and phonics. Staff delivering the new phonics programme are well trained and knowledgeable. They teach phonics consistently well. As a result, children in the early years make a positive start in reading. Across the early years and key stage 1, they learn to identify and read the sounds that letters make. Staff model sounds accurately and identify misconceptions quickly. Pupils, including those with SEND, are given reading books that match the sounds they have learned. This helps pupils to practise their phonics. Teachers closely track the letters and sounds pupils know to identify any gaps in their learning. If any pupil finds reading difficult, they get additional help so that they can keep up. Pupils of all ages talk enthusiastically about the books that they read with their teachers.

Pupils with SEND thrive. They are fully involved in all aspects of school life and take part in all the school has to offer. Leaders swiftly and accurately identify the needs of those pupils with SEND. Teachers make sure that these pupils access the same curriculum as their peers by adapting the delivery of learning activities as necessary. Leaders go the extra mile to help signpost and secure support for these pupils and their families. For example, a leader accompanies families on a Sunday to locally held 'SEND clinics'.

Leaders have created a highly respectful, caring and nurturing ethos in the school. Pupils, and children in the early years, enjoy warm and positive relationships with staff and their peers. They display very high standards of conduct as they move around school. They are courteous and considerate to visitors. Everyone understands the rules and routines that should be followed.

Leaders have prioritised the provision for pupils' personal development. Pupils learn important lessons about becoming responsible citizens in their communities and the wider world. They have respect for other cultures. They learn about different relationships and how to keep themselves fit and healthy. Pupils enjoy the opportunities to take part in enrichment activities. For example, they speak with relish about the farm that visited school. In the early years, children enjoy a wide range of activities that help to foster their curiosity about the wider world.

Staff are proud to work at the school. They appreciate leaders' consideration of their well-being and work-life balance. They value leaders' support with lesson planning and preparation.

The proprietor body has a secure oversight of the school's work and ensures that the independent school standards are met. The proprietor body, together with senior leaders, has a clear understanding of what the school does well and what needs to improve. Governors hold regular meetings. They support leaders well and work

closely with them to ensure that decisions are made in the best interests of pupils. The proprietor body and governors have consulted with parents before implementing the school's relationships education policy. They have ensured the policy fulfils its statutory obligations while also being sensitive to the needs of the local community.

The members of the proprietor body fulfil their statutory duties, including ensuring that the school is a safe place. All the required documents and policies are in place. Leaders have ensured that the school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in the school. Staff are alert to the safeguarding risks pupils may face. Leaders ensure that staff receive regular safeguarding training so that they can spot signs of neglect or abuse. Staff know how to report any concerns they may have about a pupil's welfare.

The designated safeguarding lead knows how to refer to external agencies for help when pupils need this. She is outward facing in her approach and knows how to seek support from a range of external agencies.

Adults teach pupils about how to stay safe and behave responsibly in different situations. Pupils know who they can speak to if they are feeling anxious or worried.

The school does not have a website. Copies of the safeguarding policy are available from the school office.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have not identified all the essential information that pupils must learn across a small number of subjects. Neither have they ensured that the curriculum in these subjects builds from the early years into key stage 1 sufficiently well. This prevents teachers from identifying accurately, and building on, what pupils should know and remember. Leaders should ensure that all curriculums are complete and logically ordered and that they set out the most important things that pupils need to know and remember. This is to ensure that all pupils are even better prepared for the next stage of their education.
- The curriculum subject training that staff have received, to meet the learning needs of pupils, is not applied equally well across subjects. While pupils achieve well overall, the curriculum does not enable some pupils to develop their knowledge in some subjects to the same depth as in other subjects. Leaders should ensure that the training staff have received to meet all pupils' learning

needs is consistently applied across the full range of subjects.

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	147208
DfE registration number	355/6012
Local authority	Salford
Inspection number	10267693
Type of school	Other independent school
School category	Independent school
Age range of pupils	2 to 9
Gender of pupils	Girls
Number of pupils on the school roll	137
Number of part-time pupils	0
Proprietor	Ateres Elisheva Ltd
Chair	Naphtalie Emanuel
Headteacher	Devorah Dunner
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 258 7647
Website	None
Email address	atereselisheva@gmail.com
Date of previous inspection	22 to 24 June 2021

Information about this school

- The school was registered by the Department for Education on 21 August 2019.
- The school does not have provision for two-year-olds.
- The school does not currently make use of any alternative provision.

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 meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- During the inspection, the inspectors met with the headteacher, the head of secular education and staff. The inspector met with two of the proprietor body's three trustees. Both of these trustees are also members of the school's governing body. One of these trustees is the chair of the governing body.
- The lead inspector considered responses to Ofsted Parent View, the online questionnaire, and the online staff and pupil questionnaires. The inspector also considered 68 responses to questionnaires sent out by the school to parents, staff and pupils.
- The lead inspector met with the person responsible for safeguarding in the school and scrutinised a range of documentation in relation to safeguarding. The inspectors spoke to staff and pupils about safeguarding.
- Inspectors observed pupils' behaviour throughout the school day. The inspector spoke to pupils about bullying, behaviour and leaders' expectations of pupils.
- Inspectors carried out deep dives in these subjects: phonics and early reading, mathematics and science. For each subject, the inspectors spoke with senior leaders, teaching staff and pupils and examined curriculum plans for the subject. The inspector visited lessons in the subject being taught during the inspection and reviewed pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Throughout all inspection activities, the inspector gathered evidence about whether the school meets the independent school standards.
- During the inspection, inspectors reviewed a range of documents relating to the independent school standards. They looked at records of pupils' behaviour and

attendance.

- Inspectors checked the school premises.

The school's proposed change to the age range of pupils and the maximum number of pupils

The school has applied to the Department for Education (DfE) to make a 'material change' to its registration. At the DfE's request, we checked whether the school meets the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The school's proposed change was to the age range of pupils from two to seven years old to an age range of two to nine years old (including Year 4), increasing the number of pupils on roll from 120 to 140.
- The outcome of this part of the inspection is: **the school meets the independent school standards relevant to the material change. The material change has already been implemented.**

Inspection team

Kate Bowker, lead inspector

His Majesty's Inspector

Sue Eastwood

His Majesty's Inspector

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