

# Toras Emes

6 Coke Street West, Salford M7 4AH

## Inspection dates

14 June and 31 August 2023

### Overall outcome

**The school meets all of the independent school standards that were checked during this inspection**

**The school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2, 2(1), 2(1)(a), 2(2), 2 (2)(d), 2(2)(d)(ii), 2(2)(i)*

- The independent school standards ('the standards') in this part were identified as unmet at the previous standard inspection in June 2022. Inspectors found that leaders did not teach pupils respect for all the protected characteristics.
- When the school's action plan was evaluated in December 2022, it was judged that leaders' plans to improve the quality of education were not sufficient to address this standard. This was because leaders did not make it clear enough how their proposed actions would encourage pupils to respect all the protected characteristics, as set out in the Equality Act 2010. Leaders had not identified measurable success criteria for their actions. Any impact from leaders' actions was, therefore, likely to be limited.
- At the time of this progress monitoring inspection, it was clear that leaders had carried out a review of the relevant policies and procedures, including the school's curriculum policy. Leaders had acted within the statutory guidance to teach pupils about the protected characteristics, as set out in the Equality Act 2010. For example, leaders had given a great deal of thought to how they delivered sensitive content in an age-appropriate way. Inspectors observed activities within the Kodesh and relationships education curriculum that required pupils to consider the differences between themselves and others. For example, pupils enthusiastically 'stood in another child's shoes' to find out about their everyday lives and experiences.
- This standard is now met. The standard is also likely to be met if the material change is approved.

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

### *Paragraph 5, 5(b), 5(b)(vi)*

- At the standard inspection, it was found that leaders did not teach pupils respect for all the protected characteristics. Leaders did not fully prepare pupils for life in modern Britain.
- The subsequent action plan proposed a review of the school's policies for personal, social and health education, for spiritual, moral, social and cultural development, and for the approach to delivering relationships and sex education (RSE).
- Leaders' proposed actions aimed to identify how to teach respect for other people, with regard to the protected characteristics, in ways that were appropriate for the age of pupils. However, leaders did not provide any information about how they would determine what the appropriate knowledge should be.
- At the time of this progress monitoring inspection, leaders provided evidence that they had consulted with parents and carers about the teaching of the protected characteristics. Leaders demonstrated that pupils learn tolerance and respect for all people.
- This standard is now met and is likely to be met if the material change is approved.

## Part 3. Welfare, health and safety of pupils

### *Paragraph 7, 7(a), 7(b)*

- Leaders have put in place a suitable safeguarding policy that takes account of the statutory guidance. Leaders provide a copy of the policy to parents on request. The policy is likely to remain suitable if the request for an increase of pupil numbers is granted.
- Some small amendments to the safeguarding policy were completed by leaders during the inspection to ensure that it was up to date.
- Leaders ensure that staff receive appropriate safeguarding training. This helps staff to know how to spot any signs of abuse or neglect that pupils may face. Leaders ensure that staff understand the procedures to follow if they have any safeguarding concerns. These procedures are likely to ensure that staff continue to recognise and respond to any concerns about pupils' welfare if the material change is approved.
- During the inspection, pupils told the inspector that they felt safe in school. They reported that they can approach members of staff if they have any worries and they trust them to sort out any issues quickly.

### *Paragraphs 11, 12*

- The proprietor body has ensured that suitable policies for all the required aspects of health and safety, and for fire safety, are in place. Gas and electrical safety checks on equipment in the buildings have been carried out. Fire exits are clearly marked and fire extinguishers are regularly serviced to ensure that they are in good condition. Leaders conduct checks for legionella. These checks are likely to remain suitable if the request for an increase of pupil numbers is granted.

- Leaders provided evidence that they understand, and are compliant with, the Regulatory Reform (Fire Safety) Order 2005. These arrangements are likely to remain met if the proposed material change is granted.

*Paragraph 16, 16(a), 16(b)*

- The proprietor has ensured that an effective risk assessment policy is in place. The proprietor has completed suitable risk assessments for a range of activities, such as for when pupils travel off site for educational trips and visits. The risk assessment policy is likely to remain appropriate should the material change be granted.

*Paragraph 14*

- Leaders have ensured a high staff-to-pupil ratio. This helps to ensure pupils' welfare and safety during the school day, including at breaktimes and when pupils arrive and leave the school premises.
- All the standards in this part are likely to be met if the material change is approved.

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

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 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)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 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)(a), 21(7)(b)*

- There is a single central register (SCR) in place, which contains all the required information. Leaders understand the need to complete all the required checks on the suitability of staff before they take up appointment.
- All the suitability checks for leaders have been completed. These include checks under section 128 of the Education and Skills Act 2008.
- The proprietor does not intend to use agency staff. However, in the event that additional staff are required, leaders understand the necessary checks that need to be completed before staff begin to work at the school.
- At the start of the inspection, some administrative errors were found on the SCR. These were swiftly rectified by leaders before the end of the inspection.
- All the standards in this part are likely to be met if the material change is approved.

**Part 5. Premises of and accommodation at schools**

*Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)*

- There are appropriate toilet facilities for the proposed increase in pupil numbers. Toilets are lockable from the inside. All the sinks in the toilet facilities have hot and cold running water. The temperature of the hot water does not pose a scald risk to pupils.
- Drinking water is clearly labelled. Pupils have access to drinking water throughout the school day.

- There are separate toilets for staff and visitors. Facilities exist for changing in the adapted toilet for people who have a disability.

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

- There is a room that is appropriately equipped for pupils who are ill or who need medical attention. There is a separate, lockable toilet cubicle in the room. This room contains a sink with hot and cold running water. The room has suitable facilities for the safe storage of first-aid and medical items.

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

- Leaders make sure that the acoustics and lighting in the different rooms, including classrooms, are suitable. Teaching rooms have a suitable source of natural light. There is appropriate external lighting so that visitors, staff and pupils can enter and exit the building safely during the hours of darkness.

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

- Pupils have access to sufficient, safe outside space for play and physical education lessons. Fencing around the grounds helps to ensure pupils' safety. These spaces would likely be suitable if the proposed increase in pupil numbers is approved.

*Paragraph 25*

- The accommodation is of an appropriate standard. It meets all the requirements for ensuring the health, safety and welfare of pupils. Leaders have established a regular cycle of checks to ensure that the school building and grounds are suitably maintained, and so that any issues or repairs are addressed quickly.
- All the standards in this part are likely to be met if the material change is approved.

## Part 8. Quality of leadership in and management of schools

*Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)*

- At the time of previous standard inspection, inspectors found that this standard was not met. This was because leaders did not ensure that pupils were taught about the protected characteristics. They did not ensure that pupils were fully prepared for life in British society.
- The action plan stated that leaders wished to consult with the leaders of other orthodox Jewish schools, in order to understand how they met the relevant standards. Additionally, leaders intended to review the relevant policies in relation to the protected characteristics on an annual basis.
- Leaders have a suitable understanding of the standards and have put measures in place to monitor compliance regularly. They have addressed any shortfalls that were found at the previous standard inspection.
- Leaders demonstrate the knowledge to accommodate this material change request. They fulfil their responsibilities to promote the well-being of pupils.
- The standard in this part is met. The standard is likely to be met if the request for the material change is approved.

## **Compliance with regulatory requirements**

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### **The school now meets 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 subparagraph (2) is drawn up and implemented effectively; and
  - 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)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

#### **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.

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

## School details

Unique reference number	136503
DfE registration number	355/6058
Inspection number	10278289

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Other independent school
School status	Independent school
Age range of pupils	3 to 11
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	251
Proprietor	Suzanne Guttentag
Acting Headteacher	Rabbi Simon Roberts
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 804 9713
Website	None
Email address	mainoffice@torasemes.co.uk
Date of previous standard inspection	28 to 30 June 2022

## Information about this school

- Toras Emes School is an orthodox Jewish faith school.
- The school is operating beyond its registration agreement with the Department for Education (DfE). The school is registered for a maximum of 200 pupils. There are currently 251 pupils on roll. This was also the case at the last standard inspection.
- The school's previous standard inspection took place on 28 to 30 June 2022.
- The school operates from premises at 6 Coke Street West, Salford M7 4AH.
- The headteacher who was in post at the previous standard inspection has left the school. An acting headteacher is in post.
- Leaders do not make use of any alternative provision.

## Information about this inspection

- This inspection was carried out at the request of the DfE. The purpose of the inspection was to monitor the progress that the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection. An inspector visited the school on 14 June 2023. A further visit was made on 31 August 2023 to gather additional evidence.
- This was the first progress monitoring inspection since the standard inspection in June 2022. The first visit was conducted without notice. The second visit was carried out with notice.
- The DfE required the school to prepare a statutory action plan. Ofsted evaluated this plan on 20 December 2022. The DfE rejected this plan.
- The inspectors also carried out a material change inspection at the request of the DfE. This was because the proprietor requested an increase in pupil numbers.
- The inspectors met with senior leaders, staff and the proprietor. An inspector spoke with a representative of the local authority. Inspectors reviewed schemes of work and pupils' work and also visited some lessons.
- Inspectors spoke with a group of pupils about their experience of school and about safeguarding matters.
- Inspectors examined documents, including the safeguarding policy, the curriculum policy and documents related to relationships education.
- Inspectors conducted a tour of the premises.

## Inspection team

Ahmed Marikar, lead inspector	His Majesty's Inspector
Sue Eastwood, lead inspector	His Majesty's Inspector
Mavis Smith, team inspector	His Majesty's Inspector



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