

Kerem Shloime

Gloucester House, Back Duncan Street, Salford M7 2EY

Inspection date

18 October 2023

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(a)

- These independent school standards (the standards) were identified as unmet at the previous standard inspection in January 2023. Inspectors found that leaders had not provided a broad and ambitious curriculum, designed to help all pupils to achieve well. This included those pupils with an education, health and care plan. In some subjects, pupils had hardly any lessons at all. This prevented pupils from being fully prepared for the next stage in their education. Furthermore, in most subjects, leaders had not ensured that their curriculum policy and schemes of work contained sufficient information about the important knowledge for pupils to learn. Added to this, they had not identified the order in which pupils needed to learn new information.
- When the school's action plan was evaluated in June 2023, it was judged that leaders' plans to improve the quality of education were sufficient to address this standard with modification. This was because leaders planned to engage an external consultant to help them improve the curriculum and provide training to help leaders to understand how to develop the curriculum effectively. They intended that the curriculum policy and plans would meet the ambitions and expectations of the national curriculum.
- Leaders planned to carry out an audit of the curriculum to ensure that there was ambition, sequence and progression in each subject. However, the school's action plan did not explain fully the activities that leaders intended to take in response to the audit. Furthermore, they did not explain how they would ensure that curriculum information, including the curriculum policy, would be made available to parents and carers in the absence of a school website. Leaders modified the school's action plan to address these issues.
- At the time of this progress monitoring inspection, leaders had engaged with an external education consultant to help them improve the curriculum. The consultant had worked with governors and leaders to ensure that they were aware of the ambitions and expectations of the national curriculum. Leaders had also developed the curriculums in English, mathematics, science, geography and physical education. In these subjects, leaders had developed schemes of work which identified the important knowledge for

pupils to learn and the order in which they should learn it. This was helping all pupils, including those with special educational needs and/or disabilities, to learn and make progress. Despite these improvements, the curriculum for aesthetic and creative education was in the early stages of development. Leaders had also not ensured that pupils experienced technological education. Furthermore, leaders had not ensured that there was a written curriculum policy in place.

Paragraphs 2(2)(d), 2(2)(d)(ii), 2(2)(h), 2(2)(i)

- At the time of the standard inspection in January 2023, leaders had not ensured that the curriculum for personal, social, health and economic (PSHE) education encouraged pupils' respect for other people, paying particular regard to the protected characteristics.
- When the school's action plan was evaluated in June 2023, it was judged that leaders' plans to promote equality and to help pupils develop an age-appropriate understanding of the protected characteristics were sufficient to address this standard with modification. Leaders modified the school's action plan to address this. Leaders intended to engage with other Orthodox Jewish schools to help staff at Kerem Shloime to understand the relevant standards and guidance, including 'Relationships Education, Relationships and Sex Education (RSE) and Health Education', for primary schools.
- At the time of this progress monitoring inspection, leaders had thought carefully about how they would provide PSHE education, which encourages respect for other people and prepares pupils for life in modern Britain. However, leaders had not fully considered how they would pay particular regard to the protected characteristic of religion or belief in the curriculum.

Paragraphs 3(a) to 3(g)

- In the standard inspection in January 2023, inspectors found that in most subjects, staff did not have the subject knowledge that they needed to deliver the curriculum well. This meant that their explanations and activities did not enable pupils to learn well or deepen their knowledge and understanding. Furthermore, the work that teachers provided for pupils was often too easy. In almost all subjects, staff were unclear on how to check pupils' learning as there was insufficient information in the curriculum.
- When the school's action plan was evaluated, it was judged that this standard would likely be met if the action plan was implemented. Leaders had set out their intentions to improve staff's subject knowledge, including by carrying out regular lesson visits to check pupils' work and to assess the quality of teaching. Leaders also planned to provide staff with training relating to the curriculum and additional support for staff with weak subject knowledge. They also intended to provide staff with training to ensure that lessons engaged pupils' interests and met the needs of all pupils.
- Leaders had also set out their intention to put in place arrangements to assess pupils' knowledge at regular intervals. They planned to provide training for staff to help them check that pupils understood their work and to correct any misconceptions that pupils may have had.
- At the time of this progress monitoring inspection, there was evidence that pupils were acquiring new knowledge in the curriculum and increasing their understanding of some subjects. Leaders had also implemented an assessment framework. This was helping teachers check what pupils knew and remembered about the curriculum. Teachers also

received some support to increase their subject knowledge in some subjects and to better understand the expectations of learning and achievement.

- Teachers had not received sufficient support to help them choose appropriate teaching methods and activities to better engage pupils' interests. Staff were teaching the intended curriculum through provided workbooks, but they did not have the confidence or subject expertise in all subjects to sufficiently adapt the planned lessons in response to pupils' needs and prior knowledge. This hindered some pupils' learning in some subjects. Furthermore, leaders had not ensured that there was a range of high-quality resources already purchased for staff to use to support the ambition of the new curriculums.
- Some of the standards in this part remain unmet.

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

Paragraphs 5, 5(a), 5(b), 5(b)(vi)

- In the standard inspection, inspectors found that leaders did not provide pupils with enough opportunities to learn more about a range of faiths and cultures. This meant that leaders did not pay particular regard to the protected characteristics as set out in the Equality Act 2010 nor did they ensure that pupils had an adequate understanding of fundamental British values to help them be prepared for life in modern Britain.
- In the evaluation of the school's action plan, it was judged that this standard would likely be met with modification. Leaders modified the school's action plan but did not explain how they would check that the proposed actions were having the desired impact on pupils' learning. Leaders planned to consult with staff from other Orthodox Jewish schools to help them understand, and have regard for, the expectations of the relevant standards and associated guidance in relation to the protected characteristics. Leaders also stated their intention for pupils to respect people with different faiths and planned to build this into the curriculum.
- At the time of this progress monitoring inspection, leaders stated that they promoted respect and tolerance for all people. There was some evidence that there were regular opportunities for pupils to learn about the importance of respect and tolerance for those people. However, leaders had not paid sufficient enough regard to the protected characteristic of religion or belief, or how pupils would learn about other religions in the curriculum.
- Some of the standards in this part remain unmet.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1), 32(1)(c)

- Leaders have put in place the necessary arrangements to safeguard pupils and to promote their welfare. There is a suitable and up-to-date safeguarding policy in place which gives consideration to current statutory guidance. Leaders provide a copy of the policy to parents on request.
- The headteacher is the designated safeguarding lead (DSL) in the school. Staff have the appropriate training they need to identify pupils who may be at risk of harm. Staff know to report any concerns that they may have to the DSL. The DSL records them and acts

upon them in a timely way. Leaders seek advice and guidance from social care when it is appropriate to do so.

- During this inspection, pupils told the inspector that they felt safe in school. They reported that they can talk to members of staff if they have any worries and they trust them to help.

Paragraphs 9, 9(b), 14, 16, 16(a), 16(b)

- Leaders have an appropriate behaviour policy that is implemented effectively. Leaders' expectations of behaviour are clearly understood by staff and pupils. Behaviour is dealt with in a fair and consistent manner. Pupils behave in a calm, respectful and considerate way towards staff and each other.
- Leaders have ensured that pupils are properly supervised throughout the school day.
- Leaders have ensured that there is an effective risk assessment policy in place to safeguard the welfare of pupils. They have identified potential risks and have taken appropriate actions to reduce any risks to pupils.
- These standards remain met.

Part 5. Premises of and accommodation at schools

Paragraph 25

- Leaders have ensured that the school premises are maintained to an adequate standard so that the health, safety and welfare of pupils are ensured. The building is clean and free of clutter. The classrooms are spacious and bright. There is a safe and secure space for physical activity outdoors.
- This standard remains met.

Part 6. Provision of information

Paragraphs 32(1), 32(1)(b), 32(3), 32(3)(c)

- At the time of the standard inspection in January 2023, leaders were unable to provide parents with a written policy on the curriculum, supported by appropriate plans and schemes of work. This was because these documents were not fully developed.
- When the school's action plan was evaluated, it was judged that this standard would be likely to be met with modification. Leaders were aware of their duty to provide this information but had not explained how they intended to share this information with parents in the absence of a school website.
- At the time of this progress monitoring inspection, leaders had ensured that there were schemes of work in some subjects that were available for parents. However, these were not available for all subjects nor was there a written curriculum policy that leaders could share with parents.
- The standard in this part remains unmet.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1)(a) to 34(1)(c)

- At the standard inspection in January 2023, this standard was unmet. Inspectors found that the proprietor had not made adequate arrangements for the leadership of the

school. This had led to a systemic decline in the quality of education for pupils. The proprietor had not ensured that leaders had the skills and knowledge to ensure that all the standards were consistently met. Furthermore, the proprietor had not ensured that leaders were held to account.

- When the school's action plan was evaluated, it was judged that this standard would likely be met if the action plan was implemented. Leaders had identified a number of actions to improve the quality of leadership and management in the school. For example, they intended to engage with an external consultant and other schools to support them with compliance and raising standards. The proprietor intended to appoint a new headteacher with the necessary skills and knowledge to meet the standards. Leaders also planned to complete a full evaluation of the school's strengths and weaknesses. This was so that leaders could be held to account for the actions that they were taking. Leaders intended to review governance and build capacity so that governors could hold leaders to account effectively. They also planned to provide training for leaders to improve their quality assurance procedures.
- At the time of this progress monitoring inspection, leaders were working with an external consultant to develop governance. The consultant had engaged with governors and had provided support for them to help them understand the standards and also the quality of education that the school was providing.
- Governors now receive more information about the curriculum than previously, and they have started to complete some monitoring activities. They are beginning to hold leaders to account for the quality of education for pupils. This work is in the early stages of development. The proprietor is yet to appoint a new headteacher.
- While leaders have implemented several actions in the school action plan, there are still a number of standards that are unmet. This inspection has identified that some of the standards in relation to the quality of education; pupils' spiritual, moral, social and cultural development; and the provision of information remain unmet. Furthermore, leaders have not demonstrated that they have the skills and knowledge they need to ensure the standards are met consistently.
- The standard in this part remains unmet.

Statutory requirements of the early years foundation stage

- At the time of the standard inspection in January 2023, inspectors found that the school was not meeting all of the statutory safeguarding and welfare requirements of the early years foundation stage, relating to the ratios and qualifications of staff. The proprietor had not ensured that there were sufficient appropriately qualified staff working with children.
- In the evaluation of the action plan, it was judged that the standard would likely be met if the action plan was implemented. Leaders proposed to review the qualifications of all staff working in the early years to ensure that the correct ratios of qualified staff to children were met.
- At the time of this progress monitoring inspection, leaders had ensured that there were the appropriate number of qualified staff working in the early years.
- This standard is now met.

Compliance with regulatory requirements

The school does not meet 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.

School details

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|-------------------------|----------|
| Unique reference number | 140491 |
| DfE registration number | 355/6001 |
| Inspection number | 10304550 |

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.

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| Type of school | Jewish faith school |
| School status | Independent school |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Boys |
| Number of pupils on the school roll | 199 |
| Proprietor | Eliyohu Pincus Levy |
| Headteacher | Rafael Brandies |
| Annual fees (day pupils) | Voluntary contributions |
| Telephone number | 0161 7927841 |
| Website | None |
| Email address | keremshloime@gmail.com |
| Date of previous standard inspection | 24 to 26 January 2023 |

Information about this school

- Kerem Shloime is an Orthodox Jewish faith school.
- The school operates from Gloucester House, Back Duncan Street, Salford M7 2EY.
- Leaders do not make use of any alternative provision.
- The previous standard inspection took place on 24 to 26 January 2023.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress 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.
- This was the first progress monitoring inspection since the standard inspection in January 2023. It was conducted without notice.
- The Department for Education (DfE) required the school to prepare a statutory action plan. Ofsted evaluated this plan on 23 June 2023. The DfE accepted the action plan with modifications on 21 July 2023.
- The DfE requested that some additional, previously met standards in parts 3 and 5 were also checked in this inspection.
- The inspector met with senior leaders and staff. She also spoke with an external consultant who is supporting the school.
- The inspector reviewed schemes of work and pupils' work and also visited some lessons.
- The inspector spoke with a group of pupils about their learning and wider experiences in school. At the request of leaders, the inspector provided the questions prior to the meeting with pupils and a leader was present during the meeting.
- The inspector examined documents, including the safeguarding policy, curriculum documents and documents relating to leadership and management. She also conducted a tour of the premises.

Inspection team

Sally Timmons, lead inspector

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

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].

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 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.

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 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(3) The information specified in this sub-paragraph is–
 - 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.

The school now meets the following independent school standards

Part 1. Quality of education provided

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(h) that all pupils have the opportunity to learn and make progress;
 - 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 can increase their understanding and develop their skills in the subjects taught;
 - 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 for those with different faiths and beliefs.

Statutory requirements of the early years foundation stage

- Safeguarding and welfare requirements.

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