

Inspection of Beis Hatalmud School

62 Wellington Street West, Broughton, Salford, Lancashire M7 2FD

Inspection dates: 14 to 16 November 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils enjoy coming to Beis Hatalmud School. They said that they feel happy and safe at school. This is because they value the positive relationships they have with staff and each other. They enjoy the sense of community that the school ethos promotes.

The school has high ambitions for pupils' academic success in secular subjects as well as in Kodesh (Jewish religious studies). Pupils are academically curious and contribute positively during lessons. However, some pupils do not learn as well as they should in some subjects. This is because there is still work to be done to make sure that the planned curriculum matches the school's aims and supports pupils to achieve well.

Pupils behave well. They treat each other with respect. They appreciate earning rewards and the recognition given to those who do well. In lessons, pupils ask questions, enjoy debate and take responsibility in their own learning.

Pupils are supported to develop their confidence and self-belief. For example, they relish engaging in ethical debates and discussing the interplay between Hebrew and British values. However, pupils do not learn about all the protected characteristics set out in the Equality Act 2010. This limits pupils' knowledge and understanding of people beyond their own community.

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

Since the previous inspection, the school has increased the range of secular subjects that pupils study and in which they gain qualifications. Some subject curriculums are well designed and enable pupils to build their knowledge in a logical order. However, some other subjects are at an earlier stage of development. This is because the school has not considered sufficiently the essential knowledge and skills that pupils need to learn and when across these subject curriculums. As a result, pupils have gaps in their knowledge.

In the main, teachers have good subject knowledge. They bring learning to life for their pupils. Mostly, they select appropriate tasks to help pupils learn new concepts. However, in a small number of subjects, teachers do not use the school's assessment strategies well enough to identify and address gaps in pupils' knowledge. This means that they sometimes do not know what subject content pupils need to revisit and practise before moving on to new learning.

Pupils read well and often. Across the curriculum, the school has thoughtfully selected a broad range of texts that promote connections across subjects. Pupils place a high value on reading and speak enthusiastically about their favourite books and writers. However, the school's systems to identify pupils who are weaker readers are underdeveloped. This means that some pupils do not receive the additional reading support that they need to catch up with their peers.

Currently, no pupils have been identified with special educational needs and/or disabilities (SEND). Nevertheless, the school ensures that teachers have the appropriate training and expertise to identify the additional needs of any pupils with SEND. Teachers have the knowledge and skills to adapt learning activities for pupils with SEND as required.

The school has cultivated a considerate school community where pupils feel valued. In lessons, pupils are lively and inquisitive. They have an eagerness to learn. They are courteous and welcoming of visitors.

The school places great importance on pupils' personal development. There are a range of carefully planned opportunities that help to develop pupils' understanding of their social and moral responsibilities. For example, they take part in house-to-house performances, collect money for charity during Purim and sing at a local residential home. Pupils have a clear understanding of the fundamental British values. They talk knowledgeably about democracy and how this relates to day-to-day life in school. They learn about respect and the importance of treating each other fairly. They are enthusiastic about extra-curricular activities, such as cricket, football and table tennis.

However, some aspects of the personal, social and health education (PSHE) curriculum are less well developed. The school has not ensured that pupils, over time, build an understanding of and respect for all the protected characteristics. The school's relationships and sex education (RSE) programme includes topics, such as the potential risks of working online and being cautious when meeting people that they do not already know. However, the programme does not have regard to the Department for Education's statutory guidance. It does not make pupils aware of how some people are protected from discrimination by law and are to be respected. The programme is not sufficient to meet some of the requirements of the independent school standards ('the standards') and the RSE statutory guidance.

A high proportion of pupils continue their next steps in education at a Yeshiva (Jewish religious college). However, the school recognises the importance of preparing pupils for adulthood. Through an external careers' provider and employment workshops, pupils receive suitable and impartial careers information and guidance. This helps pupils to make informed choices about their future steps in education, employment or training.

The proprietor body and governors are committed to the ethos of the school. They are knowledgeable about the school's priorities and provide strong oversight of the school's curriculum offer. The proprietor body has improved the quality of education since the previous inspection. It demonstrates the capacity to further improve the school. Nonetheless, the proprietor body has not ensured that all the standards are met.

Staff enjoy working at this school. They feel that leaders support them effectively, including with their workload and well-being. The proprietor body, governors and

leaders foster a culture in which members of the whole staff team work together well.

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

The school does not have a website. Leaders ensure that copies of all policies, including the safeguarding policy, are made available to parents on request.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- The school has not identified all the essential information that pupils must learn across some areas of the curriculum. As a result, some pupils have gaps in their knowledge, skills and understanding. Leaders should ensure that they finalise exactly what must be taught in each subject and in what order.
- In a small number of subjects, teachers do not use assessment well enough to identify and address gaps in pupils' knowledge. This hinders how well pupils can make sense of new learning. Leaders should ensure that assessment strategies give teachers enough information about what pupils need to revisit and practise before moving on.
- The school does not systematically identify pupils who are weaker readers. This means that some of these pupils do not receive the additional support that they need to catch up with their peers. The school should ensure that teachers are fully equipped to support these pupils to read fluently and accurately.
- Pupils do not learn about all the protected characteristics. They do not learn, for example, about sexual orientation, different types of stable relationships and vocabulary, such as 'consent', within the context of the RSE guidance. Therefore, pupils are not fully informed of different groups who are protected by law, so that they can understand these, show respect and recognise situations where they may be at risk of harmful relationships. Leaders must ensure that the curriculum is planned and taught, so that pupils are fully informed and that these curriculum plans contain all the elements as required by law.

How can I feed back my views?

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The Department for Education has further [guidance](#) on how to complain about a school.

School details

Unique reference number	135168
DfE registration number	355/6054
Local authority	Salford
Inspection number	10286413
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	129
Proprietor	Beis Hatalmud Manchester Ltd
Chair	Arnold Henry
Headteacher	Rabbi Y Emanuel
Annual fees (day pupils)	£7,800
Telephone number	0161 708 0400
Website	None
Email address	admin@beishatalmud.co.uk
Dates of previous inspection	9 to 11 November 2021

Information about this school

- The school's previous standard inspection was 9 to 11 November 2021. A progress monitoring inspection took place on 13 September 2022.
- The school is located at 62 Wellington Street West, Broughton, Salford, Lancashire M7 2FD.
- The school does not make use of any alternative provision.
- Beis Hatalmud school is an Orthodox Jewish faith school.
- The school has a small governing body.

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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in English, mathematics and PSHE, including citizenship studies. They talked to leaders and staff about the curriculums in these subjects. They also talked to pupils about what they knew and remembered. They looked at pupils' work and visited lessons. Inspectors also evaluated the curriculums in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed the school's policies and documentation related to pupils' welfare and their education. They talked with staff and pupils about pupils' personal development and pupils' behaviour and attitudes. They observed pupils' behaviour in lessons and around the school.
- Inspectors checked the school's compliance with the standards. As part of these checks, an inspector made a tour of the school's premises, accompanied by a school leader.
- Inspectors considered the responses to Ofsted Parent View, as well as for Ofsted's online pupil and staff surveys.

Inspection team

Kate Bowker, lead inspector

His Majesty's Inspector

Alun Williams

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(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 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];
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools.

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.

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