

Inspection of Tashbar of Manchester

20 Upper Park Road, Salford M7 4HL

Inspection dates: 12 to 14 March 2024

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils enjoy attending this school. They have a strong sense of belonging and they commented positively on feeling part of the school community. Pupils feel well cared for and listened to by staff. They said that there is always a trusted adult to talk to if they have any worries. Pupils know that staff take any concerns that they raise seriously. This helps pupils to feel happy and safe in school.

Since the previous inspection, the school has brought about improvements to the quality of education that pupils receive. Nevertheless, in some subjects, the school's expectations of what pupils can achieve are not high enough. Some pupils do not achieve as well as they should.

The school has high expectations of pupils' conduct. However, some pupils do not behave as well as they should in lessons and at social times. This sometimes disrupts the learning of their peers. Nevertheless, children in the early years benefit from consistent routines and clear expectations. This prepares these children well for the demands of Year 1.

Parents and carers hold positive views of the school. They particularly praised the effortless way that the youngest children settle into the early years.

Pupils learn about the importance of treating everybody with respect. However, there are few opportunities for pupils to develop their talents and interests or to take on roles of responsibility within the school.

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

While there have been improvements to some areas of the curriculum, for example in reading and mathematics, the school has not ensured that the curriculums in other subjects are designed or delivered sufficiently well. In some subjects, the organisation of the curriculum hinders pupils from building their knowledge successfully over time. Added to this, some teachers do not choose the most appropriate activities to support pupils' learning in these subjects.

In those subjects where the curriculum is designed less well, the school's assessment systems do not give teachers the information that they need to design learning based on pupils' prior knowledge. Furthermore, teachers are hampered from identifying and addressing pupils' misconceptions as quickly as they should.

The school identifies the needs of pupils with special educational needs and/or disabilities (SEND) well. It makes regular checks on the quality of support that these pupils receive. The school liaises closely with other professionals and parents to set appropriate targets for these pupils' next steps in learning. Nonetheless, these pupils' learning is hindered by the curriculum weaknesses that impact on other pupils' progress.

The school has put a suitable phonics programme in place. It has provided training for staff to give them the subject knowledge that they need to teach this programme well. Staff identify pupils who find reading difficult and provide timely support to help them to catch up. The school has invested in a wide range of reading books that match pupils' reading knowledge. As a result, pupils learn to read confidently and fluently.

In the early years, staff ignite children's love of reading. Children enjoy joining in with stories, songs and rhymes. Children in the Nursery Year learn a range of songs and rhymes by heart. Staff carefully select books to share that enable children to learn about different places and people.

Children get off to a strong start in the early years. Staff know children's individual needs well and design learning activities that capture their interests and curiosity. Children grow in confidence because staff recognise when children can learn and play independently and when children need support.

The school cares deeply about pupils' mental health and well-being. It swiftly identifies pupils who need extra help at certain times of the day, such as during social times. Pupils take care of each other. They understand the importance of treating everybody with respect. For instance, they listen attentively to the views of their classmates. Pupils feel strongly that everyone should be treated equally, regardless of differences. However, pupils' understanding of different faiths is limited.

Pupils' behaviour across the school is inconsistent. Some staff set high standards of behaviour and expect pupils to try their best. In these lessons, pupils work hard and there is little disruption to learning. However, when staff's expectations of pupils' behaviour are not high enough, some pupils do not behave well in lessons or around school during unstructured times.

Staff praise the school for the consideration that it gives to their well-being and workload. They acknowledge that recent changes to the curriculum, for example in reading, have increased their workload. Nevertheless, staff appreciate the training and time that they receive to understand and embed new ways of working.

Those responsible for leading the school, including the proprietor, do not have an accurate picture of some aspects of the school's work. In particular, leaders' monitoring arrangements do not give them the depth of information that they need about pupils' learning. This restricts leaders' capacity to improve the quality of the school's provision.

The proprietor has not ensured that all the independent school standards ('the standards') are met consistently. The proprietor's systems to check the school's ongoing compliance with the standards are not well thought out.

The school complies with schedule 10 of the Equality Act 2010 and the statutory requirements of the early years foundation stage.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- The school's curriculum thinking is underdeveloped in some subjects. This hinders how well pupils learn and remember important knowledge. The school should make sure that the subject curriculums are coherently planned so that pupils can deepen their knowledge over time.
- In some of the wider curriculum subjects, teachers do not have the information that they need about pupils' prior learning. This makes it difficult for staff to design learning that builds on what pupils already know and can do. The school should make sure that there are assessment systems in place that enable teachers to identify and address gaps or misconceptions in pupils' learning.
- The school does not ensure that the school's behaviour policy is consistently implemented by staff. Therefore, some pupils' behaviour is not as good as it should be. The school should make sure that all staff have the training and support that they need to implement the behaviour policy consistently well.
- The school does not provide pupils with a sufficient range of wider experiences. Pupils do not develop their talents and interests beyond the classroom. Moreover, pupils have a limited understanding about different religions. The school should provide pupils with a range of extra-curricular clubs and activities. Also, the school should ensure that pupils deepen their understanding of different faiths and beliefs.
- Leaders, including the proprietor, do not have an accurate view of the strengths and weaknesses of the school. Leaders have not addressed the most pressing issues with sufficient urgency. Leaders should strengthen their monitoring procedures. This will enable them to prioritise those actions that will make the biggest difference to the quality of education that pupils receive.

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	106002
DfE registration number	355/6024
Local authority	Salford
Inspection number	10299153
Type of school	Other independent school
School category	Independent day school
Age range of pupils	3 to 12
Gender of pupils	Boys
Number of pupils on the school roll	489
Proprietor	Tashbar Academy Ltd
Chair	Maurice Bengio
Headteacher	Rabbi David Hammond
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 720 8254
Website	None
Email address	tashbarm7@gmail.com
Dates of previous inspection	22 to 24 March 2022

Information about this school

- Tashbar of Manchester is an Orthodox Jewish day school.
- The school's previous standard inspection took place on 22 to 24 March 2022.
- The school operates from premises at 20 Upper Park Road, Salford M7 4HL.
- The school makes use of one unregistered alternative provision.
- The school is registered to admit up to 513 pupils.

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 met with the headteacher, the curriculum leader, the chair of the proprietor body and some subject leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, personal, social and health education, science and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- 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.
- An inspector carried out a tour of the premises.
- Inspectors reviewed a range of documentation to check the school's compliance with the standards.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses.
- There were no responses to Ofsted's online survey for staff. Inspectors spoke to a range of staff during the inspection to gather their views.
- Inspectors spoke with pupils to gather their views of the school. There were no responses to the pupil survey.

Inspection team

Jane Dennis, lead inspector

His Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

Jackie Stillings

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively.

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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