Inspection of Aim Habonim

51 Rigby Street, Salford M7 4NX

Inspection dates: 15 to 17 July 2025

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Sixth-form provision	**Good**
Overall effectiveness at previous inspection	Good
Does the school meet the independent school standards?	**Yes**

What is it like to attend this school?

Pupils, who all have special educational needs and/or disabilities (SEND), are excited to come to school and keen to learn. Staff give them a warm and friendly welcome when they arrive in the morning. The school is a calm and well-ordered environment.

Pupils behave well in school, following the rules and routines steadfastly. Staff consistently manage pupils' behaviour effectively. This helps pupils to understand their expectations. Pupils are polite and respectful to each other, staff and visitors. This makes the school a harmonious environment for all.

The school has high expectations for pupils' achievement. It has thought carefully about how best to meet pupils' needs and ensure that, as much as possible, they are prepared to live independently in the future. Pupils achieve well from their starting points. Sixth-form students are well prepared to move onto further education, employment or training.

Pupils value the broad and varied opportunities for visitors, trips and life skills work. They relish the roles and responsibilities they can take on, such as classroom monitors. In the sixth form, students learn skills such as how to cook a nutritious meal and sell them locally as part of a school enterprise project.

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

The school's curriculum, including in the early years and sixth form, is rooted in the proprietor's vision that every pupil gets an education which allows them to achieve their potential. The school identifies carefully any additional needs which pupils may have in addition to those recognised in their education, health and care (EHC) plans. Throughout the curriculum and in additional therapy sessions, the school typically meets pupils' needs well.

The school's curriculum is organised into three distinct 'pathways'. In each pathway, the school has identified the core knowledge that pupils need to learn. It has thought carefully about the order in which pupils learn this new content. For example, pupils with profound and multiple learning difficulties (PMLD), concentrate on developing their communication skills before moving onto learning how to read. Additionally, in the sixth-form pathways, the curriculum focuses primarily on developing students' independence and vocational interests. For example, some students begin to follow vocational pathways into construction or childcare. This helps these students to be ready for their next steps in education, employment or training.

Typically, teachers use assessment well. They check with precision how much pupils remember from their previous learning. This means that pupils can draw more on their knowledge when encountering something new. However, from time to time, teachers' checks do not get to the core of pupils' understanding. When this happens,

pupils move on to new learning before they are ready. This hampers how well some pupils build up a secure body of knowledge over time.

The school recognises the importance of reading. Staff share books with pupils and pupils read to someone, or are read to, every day. This helps them to experience a variety of different literature. Once pupils are ready, they learn a carefully thought-out phonics programme. Pupils who find reading more difficult receive effective support so that, over time, they learn to read with greater fluency and success.

The school's approach to teaching early writing skills is not as well developed. A significant proportion of the pupils find writing difficult. The school has not ensured that it has provided staff with the necessary professional development they need to help pupils to develop valuable writing skills. For example, some of the activities that teachers choose do not support pupils to develop secure letter formation. Overall, this means that some pupils do not acquire the writing skills they need to help them write effectively.

Strong, warm and positive relationships permeate the school. Pupils and sixth-form students are well cared for. They show high levels of empathy towards each other. Children in the early years learn to manage their feelings and emotions well. As pupils move through the school, they increasingly become more proficient in managing their own behaviour. The school has a sharp focus on ensuring that pupils come to school often. It understands well the varying reasons which may affect pupils' attendance. Where needed, the school puts in necessary support. As a result, pupils come to school regularly.

At the correct time in their emotional development, pupils encounter an appropriate personal, social, health and economic (PSHE) education curriculum. This teaches pupils how to keep themselves safe and learn about different types of relationships. Pupils also learn how to keep themselves physically healthy. Pupils and sixth-form students receive high-quality careers guidance.

The proprietor holds the school to account for its performance. It regularly checks how well pupils are achieving with support from an effective governing body. Staff enjoy working at the school. They value the work that the school does to support their workload.

The systems and processes that the proprietor has in place ensures that the independent school standards (the standards) are consistently met. For example, the school's premises are kept to a high standard. Additionally, staff have a wealth of expertise in working with pupils with SEND. The school meets the requirements of schedule 10 of the Equality Act 2010.

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 ensured that staff have the necessary expertise and understanding of how to develop pupils' early writing skills or to implement the writing curriculum as effectively as they should. This means that staff do not support pupils effectively to become proficient writers and pupils' achievement is hindered. The school should ensure that it provides staff with the appropriate support and professional development so that they can implement this area of the curriculum more effectively.
- Staff do not consistently make effective checks on pupils' understanding. This means that, at times, staff have not identified if pupils have the required prior knowledge before moving them on to new content. The school should ensure that teachers use assessment strategies more effectively so that they are assured that pupils understand what they have been taught.

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	135633
DfE registration number	355/6056
Local authority	Salford
Inspection number	10391746
Type of school	Other independent special school
School category	Independent school
Age range of pupils	0 to 25
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	106
Of which, number on roll in the sixth form	22
Number of part-time pupils	0
Proprietor	David Leaman
Headteacher	Johnny Goodman
Annual fees (day pupils)	£30,677 to £55,000
Telephone number	0161 705 0020
Website	None
Email address	admin@aimhabonim.com
Date of previous inspection	1 to 3 November 2022

Information about this school

- The school provides full-time education for pupils with various SEND. Most pupils have an EHC plan. The school caters for a range of needs including PMLD, severe learning difficulties, moderate learning difficulties and autism. The school caters for pupils aged from 0 to 25 years.
- The school is a Jewish faith school and is registered to admit up to 150 pupils.
- The school operates from premises located at 51 Rigby Street, Salford, Manchester M7 4NX. There are two further premises located at The Studio, Bailey Street, Prestwich, Manchester M25 1HQ and 9 Leicester Avenue, Salford, M7 4HA.
- The school's previous standard inspection took place from 1 to 3 November 2022. A material change inspection took place on 2 April 2025.
- The school does not currently make any use of 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.

- Inspections are a point-in-time evaluation about the quality of a school's provision.
- Inspectors discussed the continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders.
- The lead inspector met with the proprietor.
- Inspectors carried out deep dives in these subjects: English, geography and PSHE. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors looked at pupils' work from other curriculum subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of the school, staff and pupils; and considered the extent to which the school has created an open and honest culture around safeguarding that puts pupils' interests first.
- School policies and other documents were examined to check compliance with the standards and to provide other inspection evidence. These included the school's evaluation of its own performance and its development plan. Behaviour and

attendance records and information relating to safeguarding were also scrutinised.

- As part of their checks on the school's compliance with the standards, inspectors made a tour of the school premises accompanied by the headteacher.

Inspection team

Stuart Perkins, lead inspector	His Majesty's Inspector
Phill Walmsley	Ofsted Inspector

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