

# Ahavas Torah Boys Academy

483 Bury New Road, Manchester M7 3NJ

**Inspection date**

13 January 2026

**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), 2(2)(b), 2(2)(h)*

- At the time of the standard inspection in June 2025, the school had plans and schemes of work in place for some subjects. However, most subjects in the secular curriculum, apart from English and mathematics, were not being taught. This meant that pupils did not learn an ambitious curriculum or study a broad enough range of subjects. They had significant gaps in their knowledge across a range of subjects. The weaknesses in the curriculum left pupils ill-equipped for their next steps into adulthood. Furthermore, pupils left the school by the end of Year 10. They did not have the opportunity to study for, or complete, nationally recognised qualifications. In addition to this, the school had not sufficiently considered pupils with special educational needs and/or disabilities in its delivery of the curriculum. Nor did pupils who needed extra help in learning to read get the support they needed to catch up.
- At this progress monitoring inspection, the inspector found that the school had taken some positive steps, in some areas, to move towards meeting the standards relating to the quality of education. For instance, the school has further developed some schemes of work for some subjects. For example, the school now teaches science to all pupils. However, the school still has more work to do to ensure that appropriate schemes of work are in place for all year groups. This means that teachers do not receive the guidance and support that they need to design appropriate learning activities that enable pupils to know and remember more. Consequently, some pupils do not achieve as well as they should.

*Paragraph 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(i)*

- At the time of the standard inspection in June 2025, the school's personal, social, health and economic (PSHE) education curriculum and programme to support pupils' personal development, ensured that pupils were taught to show respect to others. However, there were few opportunities for pupils to learn about how different people live, including people who have characteristics that are protected by law. Pupils had a weak

understanding of fundamental British values and of the range of ways that people can be different. Pupils' understanding of what this means in modern Britain was limited.

- Additionally, there was no careers programme in place. Pupils did not benefit from work experience or any other opportunities to learn about different career options. This meant that pupils were not able to make informed choices about their future pathways.
- At this progress monitoring inspection, the inspector found that there was no careers programme in place. While the school has very recently implemented a citizenship curriculum, there have been no notable developments in the curriculum for PSHE education. Pupils continue to be poorly prepared for the opportunities, responsibilities and experiences of life in British society.

*Paragraphs 2A(1), 2A(1)(b), 2A(1)(d), 2A(1)(e)*

- At the time of the standard inspection, inspectors found that the school was not providing pupils of secondary age with an appropriate programme of relationships and sex education (RSE). This meant that pupils were not sufficiently prepared for adulthood.
- At this progress monitoring inspection, the school has made little progress in developing pupils' understanding of RSE. Pupils continue to have gaps in their knowledge and understanding of RSE.

*Paragraphs 3 to 3(g)*

- At the time of the standard inspection in June 2025, the school did not have in place schemes of work for subjects across the secular curriculum. It had not made clear what it intended pupils to know and remember. A lack of curriculums meant that staff did not have sufficient guidance to teach a broad curriculum effectively. There were limited opportunities for pupils to revisit their previous learning and build on what they already knew. Often, pupils' misconceptions and gaps in their knowledge were not identified because staff lacked the expertise to check on pupils' learning. Consequently, pupils did not gain a secure foundation for later learning.
- At this progress monitoring inspection, this largely remains the same. Although the school has developed some schemes of work and has begun to teach science, there is more work to do to ensure that staff have the support they need to teach a broad range of subjects effectively. Consequently, gaps persist in pupils' knowledge and they do not achieve as well as they should.
- The previously unmet independent school standards (the standards) in this part remain unmet.

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

*Paragraph 5, 5(a), 5(b), 5(b)(iii), 5(b)(v), 5(b)(vi)*

- At the time of the standard inspection in June 2025, the school shared their intention to not teach pupils about all of the protected characteristics. This was particularly in regard to gender reassignment and sexual orientation. Furthermore, the relevant curriculum plans and schemes of work for how the school will teach pupils about other religions and beliefs were not in place.

- At the time of this inspection, the school has not made any progress in these areas. The school does not actively promote an understanding of those with different faiths and beliefs or those with protected characteristics as set out in the 2010 Equality Act.
- The previously unmet standards in this part remain unmet.

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

#### *Paragraphs 7, to 7(b), 32(1), 32(1)(c)*

- As inspectors identified at the standard inspection in June 2025, the school's safeguarding policy reflects the most up-to-date guidance. The school does not have a website. However, the policy is readily available for everyone, including parents and carers, on request.
- The inspector found that the school still has suitable systems in place to identify, record and report concerns about pupils. The school has ensured that appropriately trained staff are in place to support staff with these concerns.
- The school continues to make sure that the supervision of pupils is carefully considered to ensure pupils' welfare and safety. There are established routines in place for movement around the school and social times.
- The standards in these parts continue to be met.

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

#### *Paragraphs 34(1) to 34(1)(c)*

- At the time of the standard inspection in June 2025, inspectors found that the proprietor had not ensured that the standards were met consistently. The proprietor was not well informed about the unmet standards so that it could put actions in place to rectify issues. Although the school had worked at pace to remedy some of the deficiencies that were identified in the previous inspection, mainly relating to safeguarding, pupils' welfare, health and safety and the premises, the proprietor's knowledge of the requirements of part 1, part 2 and part 8 of the standards, and some statutory duties, was weak.
- At this inspection, the proprietor could not provide necessary assurances about its knowledge of many of the requirements in the standards. Many standards remain unmet. The capacity to improve the school in these areas continues to be weak. This continues to impact negatively on pupils' academic, social and economic wellbeing.
- The previously unmet standards in this part remain unmet.

## **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, as set out in the annex of this report. 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

Unique reference number	140036
DfE registration number	355/6000
Inspection number	10434442

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	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	73
Number of part-time pupils	0
Proprietor	Ahavas Torah Boys Academy Ltd
Chair	Arthur Weller
Headteacher	Dovid Abenson
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 5374030
Website	None
Email address	admin@ahavastorah.org.uk
Date of previous standard inspection	17 to 19 June 2025

## Information about this school

- Ahavas Torah Boys Academy is an orthodox Jewish faith school.
- The last standard inspection took place on 17 to 19 June 2025.
- The school does not make use of any alternative provision.
- The school's registered address is not the site from which it is currently operating. The school operates from premises at 483 Bury New Road, Manchester M7 3NJ. The Department for Education (DfE) is aware of this change and has rejected the school's material change application.

- The school is registered for pupils up to the age of 16. However, all pupils leave the school at the end of Year 10.
- The school is registered to admit 80 pupils. There are currently 73 pupils on roll.

## 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.
- The last standard inspection took place on 17 to 19 June 2025. At this inspection, the school was judged not to comply with the standards.
- The DfE required the school to submit an action plan to illustrate how it would meet the unmet standards at its previous standard inspection. This action plan was evaluated by Ofsted in November 2025, and the proposed action plan was not acceptable.
- This was the first progress monitoring inspection since the standard inspection in June 2025.
- This progress monitoring inspection was conducted with 30 minutes notice.
- The inspector spoke with the headteacher and other leaders. She also met with a representative of the proprietor.
- The inspector reviewed a range of documentation, including that relating to the standards.
- The inspection also considered the school's safeguarding arrangements, including the single central register of pre-employment checks for staff and whether the school's safeguarding policy is available to parents.
- The inspector spoke with pupils about their experience of school life, including their learning.
- The inspector spoke with staff about their wellbeing, workload and safeguarding.

## Inspection team

Victoria Burnside, 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 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 with an EHC plan; and
  
- 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 experiences in in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
  - 2(2)(b) that pupils acquire speaking, listening and numeracy skills.
  - 2(2)(d) personal, social, health and economic education which-
  - 2(2)(d)(i) reflects the school's aims and ethos; and
  - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
  - 2(2)(e) For pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
  
- 2A(1) The standard in this paragraph is met if the proprietor-
  - 2A(1)(b) ensures that every registered pupil who is provided with a 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,
  - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),

- 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 increase their understanding and develop their skills in the subjects taught;
  - 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;
  - 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 of those with different faiths and beliefs;
  - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
  - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
  - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

## **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

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