

# Tashbar of Manchester

20 Upper Park Road, Salford, Lancashire M7 4HL

## Inspection dates

22–24 January 2019

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leadership and management have recently improved. However, planning for improvement and policies are not fully effective.
- The curriculum includes kodesh (faith) and chol (secular) learning. The time for chol subjects is restricted. No science is taught in Year 6. This does not match school policy.
- Teaching and learning in chol subjects varies in its quality. It is least effective in Years 4 and 5. When teaching does not challenge pupils very well, some lose interest. Training for teachers of secular subjects is infrequent.
- In 2018, Year 6 pupils' national curriculum assessment results were strong in reading but less so in mathematics and spelling, punctuation and grammar. There is similar variability in pupils' achievement in other years, including Years 4 and 5.
- Assessment in the early years has not been used as well as possible. Too few children reach a good level of development.
- The independent school standards relating to people's different characteristics under the Equality Act 2010 are not met.

### The school has the following strengths

- The proprietor is fully involved in the school and works closely with other leaders. He is supported by members of the local community.
- The school's faith ethos shapes all aspects of its work. Teaching in kodesh subjects is consistently effective. Pupils learn well.
- Pupils behave well. They are friendly, polite and respectful, and know what is expected.
- Chol education in key stage 1 and Year 3 has improved. The new leader has introduced new approaches which have helped teachers.
- Children are cared for very well in the early years. They play together well and are kind. Leaders are dedicated.
- Parents and carers are very positive about the school and its work.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

### What does the school need to do to improve further?

- Ensure that leadership and management have more impact by:
  - reviewing policies so that these reflect current practice in the school and refer to the most recent versions of national guidance, where appropriate
  - sharpening the school development plan so that expected improvements are given tighter timescales and it provides a clearer structure for evaluating the impact of actions taken.
- Increase progress across secular subjects, including writing and mathematics, in particular in Years 4 and 5, by:
  - strengthening teachers' subject knowledge and understanding of effective approaches to teaching and learning
  - allocating the learning time needed to fulfil the school's policy concerning science education.
- Ensure that approaches are developed which allow the school to pay particular regard to the protected characteristics, as defined in equalities law, within the personal, social and health education curriculum.
- Ensure that staff in early years use well-planned assessment to accurately judge how well children are learning, plan for their further progress and ensure that a higher proportion reach a good level of development by the end of Reception.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leadership in the school has strengthened since the previous inspection. Members of the senior management team now work more closely together and provide coordinated leadership of the different aspects of the school's work. Each member of this team has clearly defined responsibilities. This means that parents know whom to contact if they have a question or concern.
- Senior leaders are supported by two leadership mentors who are headteachers of other Orthodox Jewish schools. This arrangement ensures that advice and support are available to school leaders whenever this is needed.
- The school is a positive and happy place. Its ethos strongly demonstrates the values and principles of the Jewish faith which underpin its approach in all areas. People in the school are highly respectful of each other. This is clearly evident in the way that leaders and other members of staff approach their work and effectively model what is expected to pupils.
- The large and highly positive response to the questionnaire for parents completed during the inspection indicates that they are very happy with the education provided. Every person who responded would recommend the school to another parent. They are confident that should they ever have any concerns, they will be dealt with effectively. While remaining strongly supportive of the school, and commenting favourably about the current arrangements, a few parents noted that they are looking forward to the new headteacher being in post later this year.
- Senior leaders know the school very well and are honest in evaluating what can be improved. They have produced a school development plan which accurately identifies many of the aspects of the school which are less effective. The actions set out provide helpful starting points for improvement. However, the development plan is not as sharp as it could be because the timescale for some actions lacks detail. For example, the planned introduction of observation of chol teaching is delayed and has no clear timings. In addition, it is not sufficiently clear how leaders will check that improvements have been fully effective. School policies provide a useful framework in setting out what leaders expect. However, some of these contain references to out-of-date national guidance, for example about pupils' behaviour.
- The curriculum includes kodesh and chol learning. Most kodesh lessons happen during the morning. The school day is relatively long compared to many schools for pupils of the same age. Even so, the time available for chol lessons is restricted. For example, although the school's policies set out that science should be taught in every year group, this is not the case for pupils in Year 6. This means that they make very little progress in science in Year 6. The time available for chol learning in Year 6 is dedicated to English and mathematics. Over their time in the school, the combination of kodesh and chol gives pupils breadth to their learning.
- The school provides training for staff about important issues such as safeguarding and supports teachers to attend training about kodesh education. However, training for teachers to help them develop their skills and confidence in teaching secular subjects is infrequent. As a result, it is harder for leaders to ensure that secular teaching improves.

- Some work was completed during the inspection to ensure that the school meets nearly all of the independent school standards. Those standards which remain unmet concern how the school pays particular regard to the protected characteristics as set out in equality legislation and leadership related to this.
- The Orthodox Jewish faith convictions of the school and its community mean that the school is very cautious about how it approaches any matters concerning sexuality, transgender status or other religions. While the school provides caring support to individuals whatever their circumstances, the curriculum does not provide for development of pupils' awareness or understanding of such matters. Therefore, pupils have a limited understanding and so are less well prepared than they might be for life in modern Britain. In contrast, the curriculum does provide strong opportunities for pupils to learn about and demonstrate concepts such as general respect and tolerance for all. Similarly, pupils learn about how they should follow both Jewish and secular law.
- Leaders emphasise the importance of pupils' spiritual, moral, social and cultural development in the education provided. The school's ethos and expectations mean that pupils' spiritual and moral development are a routine part of every school day. The school provides many opportunities for pupils to understand their Jewish culture, for example through festivals and celebrations. Visits and activities outside school provide opportunities for pupils to extend their awareness of wider social and cultural aspects. For example, on the first day of the inspection, a group of pupils from Year 6 came together with other schools in planting trees in a local park. This event was part of a city-wide project.
- The school's registration is for up to 513 pupils. Leaders' response to the growing need for places in Orthodox Jewish schools in the local community, sometimes for families who have recently moved into the area, has meant that the school roll has gradually grown and is now close to 530. This change has not been approved by the Department for Education.

## **Governance**

- The school has a sole proprietor. He spends significant time at the school providing administrative oversight and organisation. The school is linked to a charitable trust. One of the trustees works at the school, providing support to the proprietor. In addition, the proprietor has regular meetings with a group of suitably experienced representatives of the local Orthodox Jewish community to provide advice and support.
- The proprietor has regular contact with senior leaders. This, together with his detailed knowledge of the school, allows him to ensure that improvement happens. The proprietor uses contact with the leadership mentors to give more independent insight into the school's effectiveness.
- The proprietor ensures that the school has sufficient funding to meet its needs. Funds from the local authority for children in the early years and to support pupils with special educational needs and/or disabilities (SEND) are used properly.

## **Safeguarding**

- The arrangements for safeguarding are effective.

- The school has a comprehensive child protection and safeguarding policy. In the absence of a school website, this is available to parents from the school office. The policy was revised following the most recent changes to national guidance about safeguarding in 2018.
- The school provides annual training for staff to ensure that they are aware of what they should do if they have a concern about a pupil's safety or welfare. Such training updates staff in between externally provided training every two years.
- The designated senior leader with responsibility for safeguarding (DSL) has suitable professional qualifications. He has enhanced these by completing further specialist training. He ensures that any safeguarding cases which require follow-up by external agencies are carefully monitored and seen through to completion.
- The school's record of employment checks on staff to ensure that they are suitable to work with pupils includes the necessary details. As with other safeguarding records, it is thorough and carefully kept.
- Pupils and their parents say that the school is a safe place. The site is secure, and arrangements for other aspects, such as risk assessment and first aid, are properly in place.

### Quality of teaching, learning and assessment

### Requires improvement

- Teaching in kodesh lessons is effective. Pupils confidently build their knowledge and understanding in their faith learning. New leadership has supported improvement to chol teaching in key stage 1 and Year 3. However, it is less effective in the middle years of key stage 2.
- Teachers' very strong subject knowledge forms the basis of their kodesh teaching. Their expectations of pupils' learning and behaviour are very high. Pupils recognise this and respond by trying hard and engaging very well with the activities provided. However, in some chol lessons, particularly in Years 4 and 5, teachers do not challenge pupils sufficiently. When teachers have less confidence in what they are trying to achieve, pupils are also more uncertain. In some classes, pupils lose interest and work less well with their teachers. While teachers engage in practical work in science, this is sometimes not organised well enough to lead to the best possible learning.
- Chol teaching in Year 6 is tightly matched to the requirements of end-of-year assessment. At the end of key stage 2, the school uses the annual national curriculum assessments for mathematics, reading, and spelling, punctuation and grammar. Pupils are tested on their writing in an assessment based on previous national tests. The tight focus on ensuring that pupils are ready for these tests means that teaching about other secular subjects is reduced in Year 6. This means that pupils' learning is narrower in Year 6.
- Teachers assess pupils in key stage 1 using the national curriculum assessment materials. In addition, the school completes the national phonics check with pupils at the end of Year 1. This is repeated in Year 2 for any pupils who do not gain the expected score. In 2018, Year 1 pupils' phonics skills were behind those typical in other schools.
- The school's use of these national assessments provides reference points for individual pupils' learning. However, staff do not make as much use as possible of the data these assessments produce to provide information about the success of whole year groups. This limits their understanding of how effective teaching is. Little analysis of this information was made available to inspectors.

- Pupils' kodesh learning is regularly assessed by teachers. This assessment is added to by regular testing of pupils by faith experts from the community. Information from the school indicates that pupils' kodesh learning is successful.
- The teaching of reading is given a high priority in Years 1 and 2. All pupils receive additional small-group or individual additional teaching to help them develop their reading skills in Hebrew and English. This approach has proved successful in the longer term, with pupils eventually doing well in the national curriculum reading assessment at the end of key stage 2.
- The school has recently introduced new, commercially produced schemes of work for English in key stage 1. These help teachers to provide challenge which is well matched to pupils' needs.
- The provision for pupils with SEND is a strong feature of the school. Staff use their knowledge from specialist training to set sensible targets for such pupils' achievement. These targets help pupils to learn effectively.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Teachers and other members of staff know pupils and their needs very well. There is a sense of warmth in the school towards pupils; it is evident that staff care about and respect each pupil as an individual. This applies, for example, to those staff who work with pupils with SEND, where inspectors saw this care in practice.
- Pupils were friendly and confident when talking to inspectors. Pupils are enthusiastic about school and proud of their success. This was evident in their lively singing during some lessons and lunchtime activities.
- The pupils who talked with inspectors said that behaviour in the school is good. They could not bring to mind any instances of bullying. Furthermore, they were very clear that, if pupils 'fell out', staff would quickly resolve any issues. The school's records of instances of poor behaviour are carefully kept. They show that problems of any kind are infrequent.
- Pupils told inspectors that they would be confident to go to a teacher if they were worried or had a concern. The DSL is a trained counsellor and is able to provide support for individual pupils.
- Pupils are taught about how to keep themselves safe. A drama-based activity about road safety is one example of this work. Very little use is made of computers in lessons. The school's policies set very clear guidelines for teachers so that pupils can be protected should a teacher need to use a computer in classroom.

### Behaviour

- The behaviour of pupils is good.
- Pupils are friendly towards each other. Despite the very cold weather during the inspection, they were keen to get outside at breaktime to play together. Pupils move around the school sensibly and are respectful and polite. They were happy to talk to

inspectors about errands they were completing or to help inspectors by showing them to places or holding open doors.

- Pupils behave well in kodesh lessons. Behaviour in the most effective chol lessons is also good. However, sometimes, when teaching is not as effective, pupils lose concentration and fail to take part in learning as well as they could. Some pupils then fidget, start to shout out or talk too loudly during practical activity.
- Instances of serious misbehaviour are very rare.
- Pupils attend school well. Rates of absence are less than the national average. This reflects pupils' keenness to be in school and their families' support. In addition, pupils' strong attendance is encouraged by the efficient systems used by office staff in recording attendance and quickly contacting families should there be any unexplained absence.

### Outcomes for pupils

### Requires improvement

- Pupils achieve well in kodesh subjects. In chol subjects, their progress and attainment are more variable. In general, these are stronger in key stage 1 than key stage 2.
- Leaders confirm that pupils' progress in kodesh subjects matches the school's high expectations. The involvement of external partners from the Orthodox Jewish community in the leadership of the school and assessment of pupils' learning ensure that these standards are high enough. Parents are very satisfied with the progress pupils make.
- Pupils who completed key stage 2 in 2018 attained above-average scores in the national curriculum test of reading. Their scores were below average in mathematics and spelling, punctuation and grammar. Pupils' scores in their final Year 6 writing tests are not comparable to those in schools which complete the current national curriculum tests.
- While the school completed the key stage 1 national curriculum assessments in 2018, no complete analysis of results was available during this inspection, and individual pupils' scores were only provided at a too late stage for these to be fully considered.
- Inspection evidence, including scrutiny of work in pupils' books as well as observation of pupils' learning, confirms that standards in secular subjects in key stage 2 are generally somewhat below those found in many other schools, particularly for Years 4 and 5. Pupils generally make stronger progress in key stage 1 than key stage 2.
- The national phonics check scores for Year 1 in 2018 indicate that, at that stage, pupils' reading skills in English reading are behind those typically found. The school's continuing support for reading leads to pupils having above-average reading skills by the time they leave the school.
- The strength of pupils' learning in kodesh subjects means that they are very well prepared to continue this study in secondary school. They are less well placed to build on their learning in secular subjects, particularly in science because it is not taught in Year 6.

### Early years provision

### Requires improvement

- Children start early years with skills that are broadly typical of children of their age. They are helped to build on these. However, assessment of their learning has not provided

enough information for staff to ensure that learning is as effective as it could be, for example in developing early writing skills.

- The proportion of children reaching the good level of development needed for the best possible start in Year 1 is too low. While children frequently have good skill levels in the separate areas of their development, too little attention has been paid to ensuring that they are confident in the full range of skills needed.
- There has been some improvement to the proportion of children reaching a good level of development. This has increased since the previous inspection.
- In line with parental preferences, the school has accommodated a number of children in early years classes which do not match their age. This makes comparison of information about year groups' level of development to that in other schools more complicated. In addition, it means that the curriculum received by older children in classes mainly focused on the needs of younger children lacks challenge.
- Staff know children very well and make sure that they are well supported and cared for. Children are happy and secure. Staffing levels are high. Parents are very happy with the provision for their children.
- Pupils play together happily. They are kind to each other.
- The arrangements to ensure that children are properly safeguarded are well thought out. Staff are fully aware of their responsibilities.
- Adults promote children's use of language extensively by encouraging conversation. As a result, children frequently demonstrate good language skills, including, for example, in their vocabulary and how they use sentences in speech. In contrast, children's ability to think for themselves is less well developed because the planned activities provide less challenge to encourage them to do this.
- Early years leaders are dedicated and keen to improve. They have put strategies in place to improve phonics teaching and mathematics. These are starting to be successful. They responded very quickly during the inspection to plan for stronger assessment systems, with the intention of helping children to make stronger progress.
- As in other parts of the school, the school's commitment to the best possible faith education is evident in the early years. Kodesh teaching helps pupils to develop their wider understanding of the world. While kodesh teaching is supported by faith experts who regularly visit the school, sometimes more formal kodesh activities do not capture children's interest as well as other learning.
- There are no unmet independent school standards in relation to the early years provision.



## School details

Unique reference number	106002
DfE registration number	355/6024
Inspection number	10067881

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	Orthodox Jewish faith school
School category	Independent school
Age range of pupils	3 to 12
Gender of pupils	Boys
Number of pupils on the school roll	529
Number of part-time pupils	None
Proprietor	Mr M Bengio
Headteacher	Mr T Dresner
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 720 8254
Website	None
Email address	<a href="mailto:tashbarm7@gmail.com">tashbarm7@gmail.com</a>
Date of previous inspection	14–16 November 2017

## Information about this school

- Tashbar of Manchester is an independent Orthodox Jewish day school for boys aged from three to 12 years. There are no 12-year-old pupils attending the school.
- The school serves a growing Jewish community in the Greater Manchester area. Pupils are predominantly White British and all have an Orthodox Jewish background. The majority of pupils speak English as their first language.
- The school is open six days a week from Sunday to Friday. The school aims 'to provide an excellent education guided by giving over the principles of a true Toradik Chinuch' (Torah education).
- The school is currently led by a senior management team of five senior members of staff.

Each leader has clearly defined responsibilities. The nominated representative of the senior management team (SMT) is named as 'headteacher' in the school details section of this report. A new headteacher has been appointed to start work at the school later this year.

- Leaders are supported by the local authority and two local independent school headteachers, who act as leadership mentors for the management team. Leaders and other leaders in school work with other Jewish independent schools and a local Jewish maintained primary school.
- The school uses no alternative provision.
- The school is registered with the Department for Education to admit up to 513 pupils. The current roll is 529 pupils.

## Information about this inspection

- An inspector toured the school site accompanied by the nominated representative of the SMT, the proprietor and the headteacher.
- Inspectors observed teaching and learning in the faith and secular curriculum across the school. They observed pupils' conduct in lessons, during movement around the school and at breaktimes.
- Inspectors held meetings with the senior leaders, the proprietor and other members of staff. An inspector met formally with a group of pupils, and inspectors spoke to others during lessons and around the school.
- Inspectors examined pupils' books during lessons and in a scrutiny of samples of pupils' written work. Part of this work scrutiny was completed jointly with leaders.
- Inspectors reviewed documents to confirm compliance with the independent school standards and to provide other inspection evidence. These documents included policies, health and safety records and other safeguarding information, test results and the attendance and admissions registers.
- Inspectors considered 29 responses to Ofsted's online questionnaire, Parent View, received over the inspection period. These included 21 responses with additional written comments. In addition, inspectors received 202 responses to a survey for parents administered by the school and completed during the inspection. Three letters about the school were received by the inspection team.

## Inspection team

David Selby, lead inspector

Her Majesty's Inspector

Mavis Smith

Ofsted Inspector

Gill Pritchard

Her Majesty's Inspector

## **Annex. Compliance with regulatory requirements**

### **The school must 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 subparagraph (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.

#### **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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