

Manchester Senior Girls' School

138 Leicester Road, Salford M7 4GB

Inspection dates

5–7 July 2016

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders and managers have ensured that the school provides a good standard of education and meets all the independent school standards.
- The aims and vision of the school are clear and unambiguous; they are shared and understood by all – proprietor, governors, leaders, staff, pupils and parents.
- Leaders are relentless in their determination to ensure that meeting pupils' needs is at the centre of the school's work.
- The teaching is effective and pupils learn well.
- Teachers enthuse the pupils. Relationships between pupils and teachers are of the highest quality.
- The behaviour of the pupils is outstanding. They show respect to everyone they meet and to each other.
- The school provides a good-quality education that combines religious and secular subjects effectively, promotes fundamental British values and builds pupils' self-esteem.
- The personal development and welfare of pupils is outstanding. Pupils say they feel safe and are safe. They have a strong sense of right and wrong.
- The pupils are invariably polite, happy and cheerful.
- Most pupils make good progress. They make particularly good progress in mathematics, history and biblical Hebrew.

It is not yet an outstanding school because

- Arrangements for managing the effectiveness of leaders and teachers are not rigorous enough and are not linked to pupils' outcomes.
- Planning and improvement documents do not indicate sufficiently how leaders' actions will affect pupils' outcomes.
- The support to improve and develop teaching is not yet systematically planned.
- The monitoring and evaluation of teaching and pupils' progress are not shared sufficiently among leaders.
- While progress is generally good across all subjects and year groups, the most able pupils do not attain as well as they could given their starting points.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Extend leadership capacity across the school by developing leaders' skills to enable them to improve teaching and learning and thereby further enhance pupils' progress.
- Ensure that the information leaders have about pupils' progress is used to inform improvement planning and the professional development of teachers.
- Develop further the systems used to hold leaders and teachers to account for the achievement of pupils, especially the most able.

Inspection judgements

Effectiveness of leadership and management is good

- Since the school opened 16 months ago, the leaders have worked with tenacity and determination to ensure that all requirements of the independent school standards have been met. Not only have they achieved this, they have also enabled the school to be providing a good standard of education in a relatively short space of time. Leaders are not complacent: they know that the continued success of the school will not be sustainable unless leadership is further developed.
- Leaders have high expectations of pupils and staff; they communicate these expectations at every opportunity. In discussions with teachers, and as highlighted in the responses to Ofsted's questionnaire for staff, it is very clear that staff understand the school's expectations and share the leaders' vision. Staff are very appreciative of the support they are given by leaders and value the culture of openness which pervades the school.
- Leaders have carried out a thorough evaluation of the school's effectiveness. It is accurate, and clearly identifies where the strengths are and what needs to be improved.
- Leaders have introduced a system for reviewing teachers' effectiveness. Teachers speak highly of the support they receive and say that it is immediate; however, they also say they would benefit from a more systematic programme of professional development to help improve their teaching practice.
- Teachers are expected to follow the school's marking policy when providing feedback to pupils. The effectiveness of this is variable. When done well, it clearly makes a difference to pupils' learning.
- The curriculum is broad and balanced and ensures that the pupils receive an education that equips them with the knowledge, skills and understanding necessary to play a part in contemporary society and which, at the same time, provides a Torah education. The curriculum is supported by a wider enrichment programme which sees the pupils take part in dramatic productions, musical events, trips and visits, and artistic and creative competitions.
- Leaders have ensured that the school embodies a total commitment to the spiritual, moral, social and cultural development of the pupils. The provision made is exceptional and the pupils are provided with the skills and understanding to care for and help other people in a diverse society. Every opportunity is taken to develop the pupils as young women who are confident and self-reliant with a very strong instinct for respect and tolerance.
- Fundamental British values permeate the school. The pupils reflect on the values of democracy, tolerance and respect in their everyday discussions. The displays around the school are current and balanced. For example, there was a large display showing how the school had celebrated the Queen's 90th birthday, and a balanced presentation on the pros and cons of Britain leaving the European Union followed up with a satirical presentation entitled 'Regrexit?'
- Leaders have very strong and effective relationships with parents. Communication with parents is frequent. Parents know that leaders are always available to discuss any concerns that they may have, and are confident that leaders will deal with them. A parent wrote to inspectors: 'We are proud of our school and highly respect the leaders and teachers who work tirelessly and selflessly for the benefit of our girls. They set a wonderful example for our girls to emulate.'
- Leaders ensure that the pupils are provided with impartial careers education, information and guidance. Careers advice is provided to all pupils in Years 8 to 11. Careers education is also built into the school's 'life skills' programme which prepares pupils for the challenges opportunities and experiences of adult life. Leaders are committed to ensure that pupils – in conjunction with their parents – have the foundation to pursue whatever further education or training routes they choose.
- The school's planning lacks detail of how proposed actions will improve standards for pupils.
- The evidence to assess how effective teachers are is not sufficiently linked to pupils' progress, and the support and development that teachers receive is not systematically planned.
- **The governance of the school**
 - The proprietor and the governors have a very clear vision for the school. This is shared by leaders and all staff. The very small governing body has an accurate understanding of the strengths and weaknesses of the school because communication with leaders is regular and rigorous.
 - The proprietor and governors are committed to providing the very best education for the pupils. They have worked relentlessly in the short period of time since the school opened to ensure that all the independent school standards are met and that the quality of education is good. The long-term vision is not for expansion but for the school to provide education of the highest quality.

- The proprietor and governors take their responsibilities seriously and act with resolve and determination. The proprietor and governors hold the headteacher firmly to account but recognise that more rigorous performance management procedures are needed.
- The proprietor and governors have strong links with the local community, and parents feel that they can always speak to and contact them if they so wish.
- The arrangements for safeguarding are effective. The school's recruitment and vetting procedures are thorough and fully comply with requirements and best practice. The single central record is up to date and accurate. All staff receive appropriate and regular training, including the proprietor. Teachers are very aware of the many aspects of safeguarding. The safety and security of the pupils in their care is of the utmost importance to them.

Quality of teaching, learning and assessment is good

- Teaching ensures that pupils make good progress and learn well.
- Teachers have good subject knowledge and are able to enthuse the pupils, who are eager and keen to learn. Very positive attitudes to learning were evident in every lesson visited by inspectors.
- Examples were seen of highly effective teaching in history, art and English. In these subjects, the pupils were asked probing questions and given the opportunity to think and reflect and express their views. It was in these lessons that the pupils showed themselves to be very articulate and confident learners. Pupils unanimously said they enjoyed mathematics and this was because they liked the challenge.
- Pupils are encouraged to read widely. The pupils spoke about how reading helps them to expand their vocabulary. One pupil commented to inspectors that she learned the meaning of the word 'pallor' this week while reading her novel. The pupils are encouraged to join the local library and read classical works of literature. Another pupil spoke about how much she enjoyed being engrossed in reading 'The lord of the rings'.
- Teachers have very positive relationships with their pupils. They know their pupils well, and work hard to ensure that teaching accurately meets their needs. Consequently, the progress that pupils make over time is good.
- The information that parents receive regarding their children's progress is clear, easy to understand and regular. They do not receive information as to how well their children are doing in relation to their targets.
- Homework is set regularly and is used to consolidate and deepen pupils' understanding. The pupils recognise and appreciate the value of homework, and many of the pupils stay on after the school day has ended for further study.
- Not all teachers challenge their pupils well enough and it is in these subjects that progress is slower. The most able pupils are not challenged effectively to attain the highest standards. Leaders are very aware of this, and have planned a series of additional training for teachers to enable them to plan more challenging learning. Literacy errors sometimes go unchecked in pupils' work and this leads to errors being repeated.

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils grow with honesty and integrity; they develop into citizens with strong British values and respect for others in the different ways they choose to live their lives. The pupils are steeped in the premise that respect and tolerance are to be shown to every human person regardless of race, religion, gender, orientation or status.
- The pupils are safe and feel safe. They know who they can talk to if they have any concerns and they feel comfortable in talking to them. They are clear about what constitutes safe and unsafe situations.
- The pupils are encouraged to live healthy lifestyles. The Year 9 pupils were very keen to tell inspectors how they led a 'healthy lifestyles day' for the whole school.
- The pupils receive impartial careers advice and guidance. During the inspection, an external visitor was in the school meeting with the pupils and discussing the various options available to them. The pupils evaluated the sessions and felt that they were given sufficient information so as to make informed choices.

- The pupils have a very clear understanding of right and wrong. They accept other people's rights to hold different views and beliefs from their own. They readily listen to other opinions and learn from them. The pupils make reasoned responses to moral dilemmas and they show a keen interest in ethical issues.
- Pupils say that bullying does not happen. If it were to happen they have every confidence that it would be dealt with quickly and effectively.
- The pupils have opportunities each day to develop themselves spiritually, morally, socially and culturally. This is because these aspects are woven into every lesson and every activity. For example, pupils discuss themes such as how art gives rise to cultural expression and what can be learned about a culture from an artist's work.

Behaviour

- The behaviour of pupils is outstanding.
- The pupils are very respectful of each other, adults and visitors. They have impeccable manners and are cheerful and happy as they go about the school.
- There have been no incidents of serious misbehaviour, and the records show that disruption to lessons is very rare. Inspectors observed no disruption to lessons or misbehaviour of any sort during the inspection.
- The school's expectations of behaviour are very high and the pupils like this. The pupils respond extremely well to teachers' guidance and they value the school's reward system which contributes to an exceptional work ethic.
- Attendance is very high and no pupils are persistently absent. It is clear that pupils very much enjoy coming to school, and all the pupils spoken to say that they 'love' coming to school. All pupils are punctual to school and to lessons.

Outcomes for pupils

are good

- The first group of pupils registered at the school has just completed key stage 4 studies. The school predicts that all of these pupils will achieve five or more GCSE passes at grade C or above, including English and mathematics. It is expected that a number of pupils will also attain A* and A grades in some subjects, for example, in mathematics, science and history. The evidence seen by inspectors in pupils' work and teachers' assessments indicates these predictions to be accurate.
- Pupils were entered early for core science and biblical Hebrew in Year 10 and all pupils achieved at least a grade C.
- Leaders set targets for the pupils as soon as they enter the school. Previous results from pupils' primary schools are taken into account and leaders also carry out baseline assessments in English and mathematics. The targets are appropriate and are reviewed regularly.
- Leaders track pupils' progress frequently and they know how well their pupils are doing. The assessment information provided to inspectors shows that progress is good in most subjects in all year groups but given the starting points of pupils, it could be better. Progress is particularly strong in English, mathematics, art, biblical Hebrew, history and key stage 4 science.
- The most able pupils make good progress but they make better progress in subjects where they are challenged and pushed to think hard. This indicates that the most able pupils could be making better progress across all subjects and not just a few.
- Pupils who have special educational needs and/or disabilities make good progress. This is because of the high-quality support they receive for their provision.
- The pupils are very well prepared for the next stage of their education. The subjects that they study at key stage 4 allow them to choose from a variety of options, and they are well supported by the school and impartial careers guidance to make informed choices.

School details

Unique reference number	141968
Inspection number	10008628
DfE registration number	355/6002

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	Jewish day school
School status	Independent school
Age range of pupils	11–16
Gender of pupils	Girls
Number of pupils on the school roll	102
Proprietor	Mr Benny Stone
Chair	Mr Benny Stone
Headteacher	Rabbi Charles Bernstein
Annual fees (day pupils)	£1,200
Telephone number	0161 222 7997
Website	The school does not have a website
Email address	office@bchighschool.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- Manchester Senior Girls' School is an independent secondary day school located in the Cheetham Hill area of Manchester. It opened in April 2015 to provide full-time education for girls from Orthodox Jewish families. Within the local community it is known as Beis Chinuch High School.
- The school aims to 'develop each child's progress and strive to achieve the highest possible academic standards'.
- The school is registered for a maximum of 120 pupils aged from 11 to 16 years. Currently 102 pupils attend.
- None of the pupils has a statement of special educational needs or an education, health and care plan.
- The school does not make use of any off-site, alternative provision.
- This is the school's first standard inspection since opening.

Information about this inspection

- Inspectors observed teaching and learning in a range of lessons across subjects and across year groups. Pupils' work was reviewed during lessons where possible, and a work sample was carried out.
- Inspectors spoke with more than 25 pupils from both key stages about their experience of school and their learning.
- Inspectors considered 11 parental letters (parents were unable to access Parent View, Ofsted's online questionnaire), and 21 responses from staff to Ofsted's survey.
- Inspectors met the proprietor and chair of the governing body and one other governor. Meetings were also held with the headteacher, head of secular studies (Chol) and members of staff.
- Inspectors scrutinised a variety of documentation to check compliance with the independent school standards and to provide other inspection evidence. This included the school's own self-evaluation and development plan; minutes of the governing body meetings; performance management documents; school policies and procedures and the school's own assessment information. A range of documentation regarding safeguarding was scrutinised, including behaviour and attendance records and bullying logs.
- Inspectors toured the school to check that the premises were suitable.

Inspection team

Jonathan Jones, lead inspector

Her Majesty's Inspector

Bernard Robinson

Ofsted Inspector

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