

Bnos Yisroel School Manchester

Leicester Road, Salford, Lancashire M7 4DA

Inspection dates

4–6 July 2017 and 18 September 2017

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

Summary of key findings for parents and pupils

This is a good school

- Parents, staff and pupils speak with overwhelming enthusiasm about the devotion and care they experience as part of the Bnos Yisroel 'family'.
- The kodesh (religious) and secular aspects of the curriculum ensure that the girls receive a high-quality, rounded education. They leave as confident, self-assured citizens knowing many of the opportunities that are available to them.
- Leaders know their school well and capitalise on positive relationships with staff, parents and all linked professionals to provide a good education for all pupils. Leaders are taking appropriate action to begin to enhance pupils' access to impartial advice and guidance about their future careers.
- Pupils in key stages 3 and 4 make strong progress and achieve highly. All groups of pupils in the rest of the school make good progress from their starting points. However, the proportion of pupils attaining greater depth does not reflect their abilities.
- Governors are well informed and taking appropriate action to ensure that leadership is of a high quality.
- Pupils who have special educational needs and/or disabilities are well supported and make good progress from their starting points. Leaders make excellent use of specialist staff to support teachers in developing inclusion.
- Pupils are encouraged to have enquiring minds and become independent thinkers. Behaviour is excellent. Pupils are impeccably polite and respectful. They want to do the best they can.
- Children in the early years make good progress from their starting points, so that the proportion attaining a good level of development is similar to the national average. They are well prepared for their transition into Year 1. Nursery and Reception staff are well led and starting to work as a cohesive team.
- Teachers have a good understanding of their subjects, but do not yet routinely provide activities that precisely match pupils' abilities, particularly for the most able.
- Without exception, all pupils spoken with feel happy and safe in school. Attendance is very high.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Ensure that greater proportions of children in the early years attain a good level of development.
- Further increase the proportions of pupils who attain at greater depth in the primary department by:
 - refining and embedding the use of assessment information to ensure that individual pupils' learning needs are fully met, particularly for the most able
 - ensuring that teachers routinely and precisely match the challenge of tasks to pupils' abilities
- Enhance further the ease with which pupils can gain access to high-quality, impartial information, advice and guidance about their future careers.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders know their school well. They use their accurate understanding of the strengths and weaknesses to plan careful and appropriate developments that aim to improve the education provided for pupils. They have effective systems in place to ensure that the shared vision happens. There is a strong team ethos and shared ambition by leaders to integrate pupils into the wider community.
- The proprietor and leaders have high expectations and drive improvements in teaching, learning and assessment. They demonstrate skills and knowledge appropriate to their roles so the independent school standards are met consistently.
- The mission statement 'To develop every pupil in their love of learning and be growth-oriented' is shared by all, and exemplified by pupils having clear aspirations for their future lives.
- Development planning is concise, clear and focuses appropriately on improving pupils' outcomes. Leaders implement their plans effectively. However, some actions aimed at improving pupils' outcomes in the primary department have not yet been embedded fully in order to have the impact that leaders desire. These include: the development of more focused-assessment tracking systems; the introduction of frequent meetings to hold teachers to account for the progress that pupils make; and additional training to sharpen teachers' practice in how they closely match tasks to pupils' different abilities.
- Leaders and staff are committed to providing what is necessary to ensure that pupils who have special educational needs and/or disabilities make good progress. They are focused in their practice and make effective use of funding to ensure that these pupils succeed.
- Leaders actively promote the well-being of pupils and staff. They have created a culture of learning throughout all departments. Leaders are fully committed to ensuring that all the pupils prosper, both emotionally and academically.
- Leaders' systematic approach has ensured that all the areas for improvement from the previous inspection have been successfully addressed.
- Teachers value the professional support and training that is offered by leaders. This includes in-house training, as well as opportunities to visit other schools and work with examination boards and local authorities. Performance management challenges and supports teachers to improve their practice and is closely linked to appropriate training for staff.
- The curriculum in all departments is broad and balanced. Many subjects are taught through the kodesh curriculum every morning. The secular curriculum, taught mainly in the afternoons, covers a wide range of subjects, including the arts, sciences and technology. It effectively promotes pupils' understanding of fundamental British values. The spiritual, moral, social and cultural aspects of education are fully embedded in all aspects of school life.
- Leaders ensure that pupils have every opportunity to experience extra-curricular subjects, such as sport, drama, sewing and cookery. The activities focus well on pupils' talents and aptitudes. There are also opportunities for the pupils to complete their homework in school, where they have access to additional support from staff. Pupils' participation in extra-curricular activities is promoted throughout the school.

- Careers advice is impartial and effective in giving pupils appropriate advice. Leaders intend to develop further this provision. Recent developments of the role played by form tutors are beginning to help pupils more easily access appropriate information about the career paths open to them. Leaders invite a number of speakers into school from a variety of backgrounds and provide pupils with opportunities to undertake visits into the workplace.
- Leaders keep abreast of current government guidelines and initiatives. They have strong links with other Jewish schools and share effective practice. Pupils have opportunities to learn about life beyond their own local community, such as a trip to Poland and another to London to visit the House of Commons.
- Subject leaders have a good understanding of the new national curriculum. They appropriately lead developments in the subjects or aspects for which they are responsible. For example, in the primary department, leaders are developing teachers' practice to meet better the additional demands of the new curriculum and the differing abilities of pupils in their classes. Some subject leaders support other schools through their published schemes of work. Parents are provided with clear information about their children's progress. They are given guidance in the reports on ways in which their children can achieve their next target in each subject area. Parents are wholeheartedly supportive of the school and the work it does. This is typified by the comments made by parents who said their daughters were '...thriving in all areas. My girls are learning the true values of life' and, 'This is a very forward-thinking school, with excellent communication between school and home. My children feel safe and secure here.'

Governance

- Governors have ensured that all the independent standards are met by:
 - having the appropriate knowledge, professional experience and skills to monitor and challenge leaders effectively
 - taking swift action to support school leaders, reviewing the leadership structure of the school and supporting requests to employ experts in their field, such as the educational psychologist
 - ensuring that they fully support the 'family' ethos of the school, providing physical and sometimes financial help to the school and local community
 - being fully conversant with the progress being made by all pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders and governors have ensured that safeguarding arrangements are fit for purpose and are followed meticulously. Statutory checks are carried out on the suitability of staff, to work with children, including on those staff who originate from overseas. Policies are all available to parents from the main school office in the absence of a website.
- Leaders have taken appropriate actions to ensure that the school is a safe and secure place in which children can learn. Carefully controlled access ensures that pupils remain safe and secure during their time in school.
- Appropriate training ensures that staff have up-to-date knowledge of safeguarding and are

vigilant about the potential risks pupils may face. Records are fit for purpose and meticulously kept. Leaders share information with parents and appropriate authorities effectively to ensure pupils' safety.

- Leaders make good use of a local leader of education to ensure that the school fully meets the independent school and government's safeguarding standards.

Quality of teaching, learning and assessment

Good

- Jewish studies are a strength of the school. Many aspects of other subjects are taught or effectively promoted through these studies.
- Teachers, including those who are part-time, have excellent relationships with pupils. Teachers have high expectations and are keen to see all pupils achieve their full potential.
- Teachers plan sequences of lessons which systematically develop pupils' knowledge and understanding. This is particularly effective in the secondary department, where pupils consequently make strong progress in subjects and achieve well. In the primary departments, teachers do not routinely take into account the range of abilities in each class when planning lessons. Consequently, some pupils, on occasion, find the work too difficult or too easy.
- The teaching of mathematics is strongest in the secondary department, where pupils make excellent progress from their starting points to achieve well. However, in the primary department pupils receive limited opportunities to apply their reasoning and investigative skills in order to achieve at greater depth.
- Teachers demonstrate the same high expectations in subjects across the curriculum as they do in English. Teachers develop pupils' knowledge systematically. For example, Year 4 pupils developed their scientific enquiry skills during an enthusiastic investigation of electrical circuits, while others wrestled with the challenges of creating a key to identify different insects, such as bees and wasps. Older pupils' artwork is of a high standard and displayed proudly around the school. It illustrates how teachers systematically develop pupils' drawing skills and appreciation of a range of artistic techniques to a high standard by the time they leave the school.
- In the early years and in Year 1, the effective and frequent teaching of phonics ensures that children learn linguistic skills quickly and achieve well.
- Teaching assistants are effectively deployed, particularly to support pupils who have special educational needs and/or disabilities. As a result, these pupils have good opportunities to access the full curriculum and learn alongside their peers.
- Regular analysis of assessment and examination results in the secondary phase, ensures that teachers fully understand the progress pupils are making. They use this information effectively to improve learning. This is not done as effectively in the primary phase. However, recent appropriate actions are improving the frequency and quality of teachers' analysis of assessment data.
- Teachers demonstrate secure subject knowledge, particularly in the kodesh curriculum, throughout the school. Teachers' subject knowledge of the secular curriculum is strongest in the early years and secondary departments. This ensures that the pupils' journey through the school is successful.

Personal development, behaviour and welfare

good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Committed leaders and staff, including those with specialist skills, support well pupils' personal development in the school. Consequently, pupils thrive and make progress, particularly in the early years and especially in the secondary department, and leave the school as confident and self-assured learners.
- Pupils say they feel valued because leaders seek and respond to their views and suggestions. This is typified by the comment of one pupil, who said, 'The principal knows everyone. He is approachable and listens to us. We send him ideas in the correspondence box and he always responds.'
- Leaders capitalise on positive relationships with staff, parents and all linked professionals. They actively and effectively promote British values.
- There is a strong school ethos and culture, underpinned by the Jewish faith and culture. This enables pupils to develop as confident, resilient, self-assured learners.
- Pupils develop their leadership skills by planning end-of-year parties or celebratory events. Here, they write poems, sing songs, produce a play or provide food for their audiences.
- Pupils know how to keep safe in the community and beyond because of effective teaching and appropriate advice from school-based professionals and visitors, such as the local fire and rescue services.
- Respect for differences of others, including those from groups with protected characteristics, is effectively promoted through kodesh and personal, moral, social and cultural curriculums. These give pupils opportunities to develop their knowledge and understanding of the world beyond their local community. Older pupils have visited the House of Commons to learn about central government, while others visited local government in Manchester. Younger pupils in Year 6 enjoy lively debates, including those about current affairs.
- Leaders, staff and pupils embrace the Hebrew teaching and immerse themselves in the culture and tradition of their faith, while also demonstrating a respectful understanding of other religions and cultures.
- Impartial careers guidance encourages pupils in the secondary department to be aspirational. Visits are arranged for speakers from a variety of professions, including textile design, pharmacy and the police and the judiciary. Leaders correctly recognise that further work to enhance the ease with which pupils access appropriate careers advice is needed and are beginning to develop strategies to address this.

Behaviour

- The behaviour of pupils is outstanding.
- From the early years upwards, pupils are able to regulate their own behaviour by accepting responsibility for what they do. This stems from the strong example set by staff.
- Pupils are unwaveringly polite and respectful and behaviour is exemplary. They feel very safe and happy. Pupils interact well on the playground with each other and supervising adults alike.

- Pupils have excellent attitudes to learning. They are inquisitive and demonstrate a thirst for knowledge. They have high expectations of themselves and are aspirational about their futures, particularly in the primary department, where pupils shared their ambitions with inspectors to become dentists, children's authors and teachers.
- Attendance is high across all departments of the school and for all groups of learners, including those who have special educational needs and/or disabilities and vulnerable pupils. They value their education and rarely have a day off.
- Effective pastoral support encourages pupils to resolve any issues by finding positive solutions. This practice is well embedded and effective. As a result, there is rarely the need for punitive measures to be taken.

Outcomes for pupils

Good

- From the moment pupils enter the school, they are encouraged to learn and develop. This is reflected in the good progress that they make across a wide range of subjects.
- Pupils in the secondary phase make excellent progress from their starting points on entry to Year 7 and consequently achieve well. The proportion of pupils attaining the highest grades in a wide range of GCSE qualifications is above the national average, particularly in mathematics.
- Pupils in the primary phase, particularly those who are the most able, do not make the same level of progress from their starting points as others in school. Most pupils make good progress from their starting points and reach expected standards in reading, writing and mathematics. Fewer pupils than the national average, however, exceed expectations and attain at greater depth.
- School-based tracking information and work in pupils' books show that those who have special educational needs and/or disabilities are making at least expected progress in relation to their starting points.
- Where leaders have identified writing as an area for improvement in the primary phase, swift action has been taken to ensure that staff receive appropriate training. Priorities for monitoring pupils' progress in writing are in place. Pupils' attainment in writing at key stage 2 is improving as a result.
- Pupils read widely and often, particularly in the primary department. Primary pupils who met with inspectors spoke fondly of their favourite classic and modern authors, including some from their own culture.
- Pupils read with appropriate use of intonation and pace and use age-appropriate strategies to understand the meaning of texts. Leaders have appropriate plans to develop the school's library facilities and enhance further pupils' access to reading and research materials.
- Pupils are well prepared for the next stages of their education, particularly at the end of the early years and when they leave the school aged 16. All pupils leaving the school at the end of the secondary phase enter seminaries, which provide them with access to further education opportunities.
- Children in the early years make good progress from their starting points. Consequently, the proportion of children attaining a good level of development by the end of the early years is in line with the national average.

Early years provision

Good

- Leadership in the early years is strong. Leaders have a good understanding of the strengths and weaknesses of the department. They have a clear vision for improvement. Leaders' actions since the last inspection have brought about such considerable improvements to the quality of the learning environment, particularly outdoors, that it is now used as a model of good practice by other schools.
- Children are polite and courteous. They are eager to learn, play and collaborate well together. Children swiftly develop their inquisitiveness and social skills.
- The quality of teaching is good. Teachers have secure and often strong knowledge of the early years curriculum. They capitalise on children's interests to make activities interesting and fun. Teachers, particularly in the Reception class, routinely seize the opportunities presented by children's questions to extend learning. For example, a teacher quickly responded to some children's interest in egg-timers. She used carefully crafted questions to create interesting and challenging investigations focused on developing children's understanding of the measurement of time.
- Teachers use other adults to support learning and to contribute to the detailed recording of children's development. However, the support for learning and guidance provided by other adults can be limited and passive. Learning journals accurately record the progress that children make. They are well annotated and assessed. Assessment is rigorous and accurate and planning reflects a deep understanding of every child.
- There is excellent communication with parents, who are keen to support their children's learning at home.
- The transition from the early years to Year 1 is well managed. Teachers appropriately introduce formal work so children are 'Year 1 ready'. Children have opportunities to visit key stage 1 during a visit day, and teachers ensure that detailed information about each child's attainment, progress and any specific needs are shared with the Year 1 teachers.
- Children are kept safe because well-trained and vigilant staff implement the school's safeguarding policies with rigour, acting quickly to deal with any concerns. Effective partnerships with external agencies and other educational providers ensure that staff are well trained. Children receive the appropriate support they need to thrive, make good progress and behave well. Leaders ensure that all welfare regulations are met. The environment is secure and safe.
- Nearly all children begin the early years with social skills, levels of communication, literacy and language skills and understanding of number, shape and space that are in line with those typical for their age. A small number of pupils enter with levels of development below that which is typical. Nearly all of children enter the Reception class from the school's own nursery provision. The proportion of children who achieve a good level of development by the time they leave the early years is rising quickly because of the good teaching they receive and is in line with the national average.

School details

Unique reference number	105996
DfE registration number	355/6011
Inspection number	10034022

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 category	Independent school
Age range of pupils	3 to 16
Gender of pupils	Girls
Number of pupils on the school roll	603
Number of part-time pupils	None
Proprietor	Board of Governors
Chair	Mr M Brunner
Headteacher	Rabbi R Spitzer
Annual fees (day pupils)	Donations only
Telephone number	0161 792 3896
Website	Not applicable
Email address	office@bnos.co.uk
Date of previous inspection	1–3 July 2014

Information about this school

- Bnos Yisroel School is an orthodox Jewish school for girls aged from three to 16. There is a focus on religious education and training.
- It was registered as a charitable trust in 2011. Fees to attend the school are through donations.
- Bnos Yisroel School is currently registered for 650 pupils. Current number on roll stands at 603.
- Increasing numbers of pupils who have special educational needs and/or disabilities attend the school. Five have education, health and care plans and two more are pending.

- The leaders have the support of the local authority and a Local Leader of Education (LLE). They network with other Jewish schools throughout the country.
- The school provides a kodesh (non-secular) curriculum predominantly in the mornings. In the afternoons, the school follows national guidance in the early years and the national curriculum in the primary and secondary departments. Fifteen hours of tuition per week are assigned to the national curriculum.
- Many of the teachers are part-time.
- No pupil is in receipt of pupil premium funding.

Information about this inspection

- Three Ofsted Inspectors visited the school on 4–6 July 2017 to conduct an inspection under section 109(1) and (2) of the Education and Skills Act 2008 with one day's notice. Two of Her Majesty's Inspectors made a further visit to the school on 18 September 2017, under the same act of Parliament, to gather additional evidence. They also gave one day's notice of their visit.
- The inspectors observed the work of the school across the range of departments. Some observations were undertaken with the senior leaders of both the primary and secondary phases of the school.
- The inspectors viewed pupils arriving at school and at play. Pupils' conduct around school was also noted.
- Inspectors listened to a mixed-ability group of pupils read from key stages 1 and 2.
- Inspectors considered the information provided in the 179 responses to Parent View, the Ofsted online questionnaire, and in 37 staff responses. Inspectors also considered the information from meeting with five parents and from the local leader of education, who supports the school.
- Inspectors met subject leaders, the coordinators of the provision for pupils who have special educational needs and/or disabilities, governors, kodesh headteachers and secular headteachers. They scrutinised leadership files and policies, including self-evaluation and school development documents. Teachers' planning and performance documents were also looked at. Inspectors carried out in-depth scrutiny of pupils' work.
- The lead inspectors examined the single central record, safeguarding policies and training certificates, as well as electrical and fire-testing certificates. Further scrutiny was undertaken of risk assessments.
- Assessment information in all departments was analysed by inspectors.
- Inspectors talked with groups of pupils from the primary and secondary departments.

Inspection team

Maggie Parker, lead inspector	Ofsted Inspector
Mavis Smith	Ofsted Inspector
Marcia Harding	Ofsted Inspector
John Nixon, lead inspector	Her Majesty's Inspector
Jonathan Jones	Her Majesty's Inspector

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