

Beis Malka Belz Girls School

401 Bury New Road, Salford, Greater Manchester M7 2BT

Inspection dates

20 March 2019

Overall outcome

The school is likely to meet the relevant independent school standards if the material changes relating to the school provision are implemented

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2)(a), 2(2)(b)), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(g)), 2(2)(h), 2(2)(i)

- Leaders have a suitable written curriculum policy which includes a sufficiently broad range of subjects. Leaders intend that pupils will be able to continue their studies from Year 10, so that they can complete their secondary education at the school. The curriculum is designed to enable pupils to study a range of subjects, including English, mathematics, science, computing and art and design.
- Leaders have appointed subject-specialist teachers. Leaders have also provided training and support for existing teaching staff at the school. This will ensure that the school has staff with the expertise to teach pupils up to the end of key stage 4.
- The school proposes to follow the national curriculum. Pupils will be able to continue to follow courses leading to GCSE and functional skills qualifications.
- Leaders have put in place acceptable plans to provide careers education, information, advice and guidance for pupils. Leaders have plans for work experience placements for pupils.
- Leaders have ensured that there is suitable provision to support those pupils who are new to or in the early stages of learning English.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4

- Leaders will provide a suite of accredited courses for Year 11 pupils, including GCSEs and functional skills qualifications.
- Examples of lesson planning show that teachers are likely to deliver well-planned lessons, appropriate to the needs and prior learning of pupils. The acting headteacher's and head of Chol's experience and expertise indicate that they are well placed to be able to secure high-quality teaching when the material changes are implemented.

- The school has a suitable assessment policy which is detailed and clear. Pupils' progress towards their individual targets will be tracked and evidenced. Leaders will be able to analyse this information to identify pupils not making expected progress. Leaders have well-developed plans for support, which could be put into place swiftly to help these pupils to catch up.
- Senior leaders have ensured that there are dedicated key stage 4 classrooms. There are also specialist teaching rooms, including those for science, art and food technology. These rooms are set up in readiness for the new classes.
- All the standards of quality of education in this part are likely to be met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii) and 5(d)(iii)

- Leaders' plans for the spiritual, moral, social and cultural development of pupils are well developed. These plans provide many opportunities to promote actively pupils' tolerance and respect for others, regardless of differences. The school's curriculum policy and plans include personal, social and health education and citizenship lessons.
- Daily collective worship as well as assemblies will provide further opportunities for pupils to reflect on their own beliefs and experiences.
- Pupils will be encouraged to take part in volunteering activities in the local community. Leaders have well-developed plans in place for the pupils to undertake charitable works.
- Appropriate systems and staff guidance are in place to ensure that any political or other views will be presented in a balanced way. Staff have been trained in the 'Prevent' duty. Pupils will be taught how to protect themselves online and in the wider community.
- The standards for the spiritual, moral, social and cultural development of pupils are likely to be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7,7(a), 7(b)

- Leaders have written detailed policies for health and safety, risk assessment and first aid. All policies reflect current government guidance.
- The school has a suitable safeguarding policy. This takes account of current statutory guidance. All staff receive comprehensive safeguarding training as part of their induction and at regular intervals through the year.
- The school's curriculum plans include opportunities for pupils to be taught about potential risks and how to keep themselves safe.
- The school does not have a website. However, all policies, including those related to safeguarding, are made available to parents and carers as hard copies, on request.

Paragraphs 11, 12

- Leaders have implemented suitable health and safety, risk assessment and first aid policies.
- Leaders have ensured that the building has adequate fire signage, an appropriate assembly point, and fire-detection and alarm systems. The school's policy sets out requirements for the frequency of fire drills, alarm tests and fire-fighting equipment checks. Leaders keep a record of all fire drills, identifying any remedial actions which need to be taken to improve pupil, staff and visitor safety further.
- Leaders have appropriate risk assessments in place for the range of activities that pupils will take part in, including practical science lessons and off-site visits.

Paragraph 14

- Leaders have appointed additional teaching staff for the Year 11 classes. Moreover, leaders have identified existing staff who will also work with the new Year 11 class. These staff have received suitable training and support to help them to carry out their new roles and responsibilities.
- There is sufficient staffing to ensure that pupils will be closely supervised throughout the school day.

Paragraph 16, 16(a), 16(b)

- The school's risk assessment policies are up to date and are used as working documents. They are regularly reviewed, amended and updated as appropriate. Relevant risks are identified, and appropriate responses are in place.
- The standards in these paragraphs are likely to be met if the material changes are implemented.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- The acting headteacher, governors and senior leaders demonstrate a good knowledge and understanding of the independent school standards. Plans are in place to ensure that there are continuous developments and improvements to promote the continued safety and well-being of all pupils.
- Policies for safeguarding and health and safety are appropriate for the age range and number of pupils to be provided for. Staff ensure that pupils are always fully supervised. Leaders actively promote the well-being and safety of pupils.
- The standards in this part are likely to be met if the material changes are implemented.

Schedule 10 of the Equality Act 2010

- Leaders have prepared a full accessibility plan for the school.
- This requirement is likely to be met.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	136117
DfE registration number	355/6006
Inspection number	10099501

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material changes that the school has applied to make.

Type of school	Other independent school
School status	Independent school
Proprietor	Yitzi Isaac Luftig
Chair	Jacob Moskovitz
Acting headteacher	Frieda Lampin
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 792 2323
Website	None
Email address	headoffice@beismalka.co.uk
Date of previous standard inspection	14–16 November 2017

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	3 to 15	3 to 16	3 to 16
Number of pupils on the school roll	270	328	328

Pupils

	School's current position	School's proposal
Gender of pupils	Girls	Girls

Number of full-time pupils of compulsory school age	270	328
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	60	Not known
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	1	Not known
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	2	Not known

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	0	0
Number of part-time teaching staff	59	65
Number of staff in the welfare provision	32	36

Information about this school

- Beis Malka Belz Girls School is registered as an independent day school for Jewish Orthodox girls from the ages of three to 15. The school has an early years foundation stage, primary classes in keys stages 1 and 2 and secondary classes in Years 7 to 10.
- Pupils study both Kodesh (Jewish) studies and Chol (the national curriculum) studies. The Kodesh studies are taught in Yiddish and the Chol lessons in English.
- Approximately one in nine pupils speak English as an additional language, which is below the national average. However, most pupils speak both English and Yiddish at home.

- The proportion of pupils with special educational needs and/or disabilities is broadly average. A very small minority of pupils have an education, health and care plan.
- The school plays an important part in meeting the needs of the Chassidic community in Salford. It is intended that pupils will develop an understanding of the foundation upon which Jewish life is structured through the school's Kodesh curriculum. Both the Kodesh and Chol curriculums aim to develop good character traits in pupils and foster their spiritual, social, emotional and cultural development.
- The school is currently led by an acting headteacher.
- No pupils attend any off-site provision.
- The school was previously inspected in November 2017. A further inspection was carried out in December 2018. This was an emergency inspection carried out by Ofsted at the request of the Department for Education (DfE). At both inspections, inspectors reported that all of the independent school standards that were checked, were met.

Information about this inspection

- This inspection was carried out at the request of the DfE, which is the registration authority for independent schools. The purpose of the inspection was to check whether the school is likely to meet the independent school standards and other requirements if it increases its age range to 16 and its maximum capacity to 328.
- The inspector met with the acting headteacher, senior leaders and governors. The inspector also spoke with the proprietor. She toured the school, accompanied by the school leaders.
- The inspector scrutinised available documents to check whether the school is likely to meet the independent school standards and their requirements. These included the school's curriculum plans, the safeguarding policy and other policies concerning health and safety.

Inspection team

Pippa Jackson Maitland, lead inspector

Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2019