

Manchester Senior Girls School

138 Leicester Road, Salford M7 4GB

Inspection dates

12–14 March 2019

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	Good

Summary of key findings for parents and pupils

This is a good school

- Governors and leaders have sustained good-quality teaching and learning and outstanding personal development. They and the proprietor ensure that all the independent school standards are met.
- The principal and headteacher lead the school with skill and compassion. They are highly respected by staff and pupils.
- There is a strong focus on acts of kindness within the school. It is a happy, friendly place, where everyone is motivated and feels safe. Pupils' behaviour is impeccable in lessons and around school.
- The Kodesh and secular curricula are integrated throughout the day, providing pupils with a broad and relevant curriculum. Pupils gain a range of useful qualifications and develop excellent personal skills.
- Subject leadership is strong in English, mathematics, science and art. Leadership is not yet as effective in other subjects.
- Leadership of and provision for pupils who have special educational needs and/or disabilities (SEND) are strengths in the school's work.
- Teachers have strong subject knowledge and a detailed understanding of each pupil's learning needs. This ensures that pupils of all abilities make good progress. Pupils typically attain above average standards in GCSEs.
- Teaching promotes pupils' good progress in all subjects. Pupils' creative skills are exceptionally well developed through inspiring art teaching.
- Pupils literacy, mathematical, scientific and computing skills are developed well in lessons in these subjects. However, pupils have limited opportunities to apply and develop these skills in other subjects.
- Pupils' spiritual, moral, social and cultural development is strong, in both the Kodesh and secular curricula. Pupils are thoughtful and highly respectful of people's differences and of ideas that differ from their own.
- Pupils are prepared very well for the next stage of their education. They acquire skills and qualifications which enable them to pursue further education in subjects suited to their interests and abilities.

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?

- Develop subject leadership so it is as effective in all subjects as it is in English, mathematics, science and art.
- Improve teaching and learning further by:
 - making the most of links within the curriculum, to enable pupils to apply and develop their literacy, mathematical, scientific and computing skills in a range of subjects.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor, principal and headteacher provide high-quality guidance and support for everyone within the school community. They have established a culture in school where everyone feels valued, and they are highly respected by staff and pupils. Pupils say that leaders know each one of them well and place their well-being at the centre of the school's work. Staff are motivated and feel proud to be a part of the school.
- The proprietor, leaders and governors make sure that all the independent school standards are met. Since the last inspection, the school has expanded as the demand for places has increased. Leaders have sustained the good-quality education and pupils' outstanding personal development and welfare during this time.
- Leaders have introduced thorough and effective procedures to assess and track pupils' progress against national benchmarks in English, mathematics and science. They are developing an assessment framework for other subjects, which provides useful information to support planning. Any pupil who is falling behind the progress expected of them by the school is identified and supported to catch up.
- Leaders have an accurate view of the strengths in the school's provision and the priorities for further improvement. School-improvement planning is based on thorough checks on teaching and pupils' progress.
- Leaders effectively lead improvements in teaching. They give good-quality feedback following their observations and scrutiny of pupils' work. They also provide staff with coaching and training which supports whole-school priorities for improvement and teachers' individual professional development.
- The school has taken on a number of new staff as it has expanded. Induction procedures are extremely thorough and ensure that all staff are fully informed about school policies and procedures. New staff feel extremely well supported by leaders and existing staff, who share effective practice in planning and assessment.
- Subject leadership is strong in English, mathematics, science and art. Leaders have clear plans for further development in these subjects and support other staff in their departments to improve their subject knowledge and skills. Subject leadership is not as advanced in other subjects, but is being developed.
- Strong leadership of the provision for pupils with SEND ensures that this provision fully meets the needs of this group of pupils. The coordinator of the provision for pupils with SEND makes good use of external expertise, such as child and adolescent mental-health services and therapists, to support pupils' needs where appropriate. She provides good-quality advice and support for staff and checks carefully the impact of any support provided for pupils.
- The curriculum gives pupils good-quality experience in linguistic, scientific, mathematical, technological, human and social, physical and aesthetic and creative subjects. The Kodesh and secular curricula are integrated successfully throughout the day. The range of subjects and strong emphasis on personal development support pupils to develop excellent personal skills and gain useful qualifications.

- Pupils' learning, personal development and life skills are enriched with many additional activities. For example, pupils plan and perform with skill school shows. They arrange a wide range of school trips, carrying out full risk assessments, managing the budget and preparing the food. Extra-curricular activities have a positive impact on pupils' development and progress. They include, for example, basketball, netball, choir and drama.
- Pupils are prepared positively for life in modern Britain. They have a good understanding of British values and current affairs, which is reinforced by many displays around the school. Staff encourage pupils to be aspirational and the broad curriculum provides them with the foundations to pursue further education which supports a career of their choice.
- Pupils' spiritual, moral, social and cultural development is strong, in both the Kodesh and secular curricula. Pupils' spiritual and moral learning is at the heart of the school's work, and guides the thinking and actions of pupils. Pupils are encouraged to think critically about a range of moral issues and debate them maturely and knowledgeably.
- Pupils' social skills are well developed and they speak confidently and listen respectfully. Pupils learn in depth about a range of cultures and faiths established in the world and in modern Britain. They show respect for people from different cultures and faiths.
- The school's equalities policy clearly states the school's commitment to 'providing equality of opportunity to all members of the school community' with specific reference to all groups with protected characteristics identified in the Equalities Act 2010. Pupils show respect for people from different groups. They understand that people live in families that are different from their own.
- The school is outward looking and has formed a number of productive partnerships with schools in different contexts, the local authority and a range of agencies which support pupils' all-round development.
- Leaders and staff engage constructively with parents and carers. A high proportion of parents made their views known and all were highly supportive of the school. They said, for example, 'the school has done a fabulous job in educating and preparing pupils for life in modern Britain', and 'the school educates the girls to a very high level in terms of academic prowess and values. It has a lovely atmosphere.' The inspection confirms the positive views of parents.

Governance

- Governance is provided through a governing body which includes the proprietor.
- Governors are ambitious for pupils and provide clear direction for the work of the school. Their vision is 'to provide pupils with a high-quality Torah education, which incorporates British values and builds pupils' self-esteem'. They aim to provide a rounded education and range of qualifications which 'give the girls choice so that they can lead a healthy and happy life in the way they want to live it'. They succeed in this aim.
- Governors are well informed about the strengths and development areas of the school. They receive termly reports from leaders and have a good understanding of pupils' achievement across the curriculum. They provide a balance of support and challenge for school leaders, which is focused on ensuring good outcomes for pupils.
- Governors ensure the school complies with all statutory requirements.

Safeguarding

- The arrangements for safeguarding are effective. Procedures to ensure the safe recruitment of staff meet requirements. Induction processes are very thorough and include a review of all safeguarding and behaviour policies.
- Leaders are vigilant in ensuring the safety of pupils in school. They ensure that the school provides a safe environment and all staff are aware of the procedures to follow if they have any safeguarding concerns.
- The safeguarding and related policies take account of government guidelines and statutory requirements. The school does not have a website. All parents and prospective parents are given the school's prospectus, which includes an overview of the curriculum, admissions criteria, the behaviour policy and the full safeguarding policy. Other policies are available on request.
- All staff have completed safeguarding and health and safety training to a level commensurate to their responsibilities. Many staff have completed additional training in the 'Prevent' duty, first aid, fire safety, keeping children safe from child sexual exploitation and about female genital mutilation.
- The school premises are safe and secure. Leaders have completed detailed risk assessments and audit the premises frequently to ensure that risks are minimised.
- Leaders engage with parents effectively to make sure all pupils are supported and safe. They track pupils' attendance diligently. Leaders also engage with a range of external agencies to support pupils' well-being, including, for example, educational psychologists, counsellors and therapists.

Quality of teaching, learning and assessment

Good

- Teachers' strong subject knowledge and detailed assessment of pupils' prior learning in their subject support pupils to make good progress in all subjects. Teachers plan activities that build on pupils' subject specific knowledge and skills effectively.
- Pupils' learning is deepened by teachers' precise explanations and effective questioning. Pupils listen attentively and are responsive. In mathematics, for example, the teacher's step-by-step demonstration of algebraic equations supported pupils to understand the methodology clearly.
- Teachers plan activities to support pupils of all abilities to make good progress. They add challenge for the most able pupils and provide extra support for those who need it. Additional teaching, for example, helps pupils who are struggling to keep up with particular topics, to be secure with previous learning and ready for the next lesson.
- Art has a high profile in the school for its expressive and therapeutic influences. Excellent teaching inspires pupils of all abilities to develop their creative skills and attain high standards in art. Pupils' excellent progress in art is supported by the development of their critical and analytical skills. This enables pupils to critique and improve their own work and support their peers to reflect on theirs.
- Pupils become proficient in reading and writing because their skills are developed successfully in English. Pupils develop a love of reading and say they read widely in school and at home. They write competently because they develop a good understanding of the

features of different types of writing.

- Pupils' mathematical skills are developed effectively in mathematics lessons and their scientific knowledge is built on successfully in science lessons. However, pupils' literacy, mathematics and scientific skills are not developed as effectively as they could be in other subjects where there are links, for example in humanities, cookery and sewing.
- Pupils' computing skills are similarly promoted well in information and communication technology (ICT) lessons, where pupils learn to use computers, for example, to word process, create presentations or use spreadsheets. However, ICT is not used as well as it could be to support learning in other subjects, for example in editing writing, handling data or creating presentations.
- Homework is used very effectively to consolidate and extend learning in all subjects. Parents are very pleased with the quality of teaching and learning. They say, for example, that 'the teachers are very enthusiastic and passionate about the subjects they teach'.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- The focus on acts of kindness pervades the school. Older pupils lead initiatives to make sure that everyone feels included and a valued part of the school community. The school is a happy, friendly and safe place, where pupils thrive.
- Staff's high expectations and encouraging approach when teaching support pupils to develop confidence and self-esteem. Pupils feel valued. They say, for example, that 'everyone has the opportunity to shine and make something of their lives'.
- Pupils' personal, social and health education (PSHE) and what citizenship entails are key strands across the whole curriculum. In Kodesh studies, for example, pupils reflected on their own good fortune and thought about how they can help others who may not be so fortunate. In secular studies, pupils explore what it means to be caring citizens and develop an excellent understanding of how to contribute positively to wider society.
- Pupils enjoy taking responsibility in school, for example as head and deputy-head girls, Gemach heads leading acts of kindness, technical heads, wall poster heads and librarians. They carry out their roles maturely and adeptly.
- Pupils extend their kindness to design projects that help others outside school. For example, they raise funds for many charities, the school choir regularly sings in the community and pupils volunteer their time to community projects.
- Pupils develop an excellent understanding of how to keep safe and healthy. They feel safe in school and staff ensure they are safe. Pupils have a good understanding of different types of bullying, although bullying is not known in school. Pupils learn about how to stay safe on the internet and how to avoid risks, such as those associated with extremism and unhealthy diets.
- Careers education, information, advice and guidance are highly effective. Pupils learn about different career options from an external careers adviser, visits to school by various professionals, work experience and a wide-ranging, careers-education programme. Extra-

curricular activities and lessons in life skills help pupils to develop of leadership and employability skills. Pupils are aspirational for their futures, showing interest in a range of careers which are within their capability.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils have excellent attitudes to learning and are highly motivated. They are resilient and persevere with challenging tasks. They organise and present their work with great care.
- Pupils collaborate positively, and skilfully support each other in learning. They critique their own and others' work constructively. In lessons, pupils listen carefully and are confident to contribute their ideas in lessons. They show respect for ideas and points of view that differ from their own.
- Attendance is above the average of secondary schools in England. Persistent and unauthorised absence is unknown. There have not been any exclusions since the school opened. Attendance is tracked closely and any absence is followed up immediately by senior leaders.

Outcomes for pupils

Good

- Across the whole school, pupils make good progress from their starting points. At key stage 3, the broad curriculum and good teaching support pupils to build on their prior learning effectively and develop a range of skills. Pupils' progress and attainment strengthen as they move through the school.
- At key stage 4, all pupils take GCSEs in English, mathematics, combined sciences and art. They take another two or three according to their abilities. Pupils typically leave the school with up to eight GCSEs. These qualifications enable them access further education courses of their choice.
- The proportions of pupils gaining grade 5 or above are above average in all the GCSEs they take. Pupils' progress is strongest and their attainment is highest in mathematics, sciences, Kodesh mesilo, art and Biblical Hebrew, where teaching is particularly strong. Pupils attain high standards in art GCSE and the most able pupils attain A level art. Progress in other subjects is good but is not quite as strong as it is in the subjects listed here.
- Pupils' literacy, mathematical and technological skills are well developed in lessons dedicated to these subjects. These skills are not as well developed in other subjects, however.
- The most able pupils make good progress. Teachers ensure that the most able pupils have work that deepens their learning and broadens their skills.
- Pupils who have SEND make very good progress. They are supported effectively with additional teaching in small groups, as well as in class.
- On leaving school in Year 11, pupils attend seminaries affiliated to Manchester, Salford and Gateshead colleges of further education. They study a range of subjects at GCSE or vocational studies.

- Pupils feel very well prepared for the next stage in their education. They acquire the skills and qualifications to pursue a career suited to their interests and abilities, within or outside the community. Pupils say, for example, 'We feel confident, ready to leave school, go forward in the world and achieve our goals.'

School details

Unique reference number	141968
DfE registration number	355/6002
Inspection number	10067922

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	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	121
Number of part-time pupils	0
Proprietor	Manchester Senior Girls School
Chair	Mr Benny Stone
Principal	Rabbi Charles Bernstein
Annual fees (day pupils)	£1,200
Telephone number	01612227997
Website	The school does not have a website
Email address	msgs@bchtrust.org
Date of previous inspection	5–7 July 2016

Information about this school

- Manchester Senior Girls School is an independent secondary day school. 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 is registered for 120 girls aged 11 to 16 years. There are currently 121 pupils on roll.
- A below average proportion of pupils receive support for SEND.
- The school does not make use of any off-site alternative provision.
- The school was judged good and all standards were met at the last inspection in July

2016.

Information about this inspection

- Inspectors observed teaching and learning in each year group and each subject within the secular curriculum. They observed some teaching and learning within the Kodesh curriculum. Inspectors looked at pupils' work during each observation and carried out a more detailed scrutiny of pupils' work in English and humanities.
- Inspectors spoke with pupils informally during lessons and in two arranged meetings in order to gain their views on the school.
- Inspectors met with governors, the proprietor, the principal, headteacher, middle leaders and an external education consultant. They spoke with all staff who were observed.
- Inspectors scrutinised a range of documentation, including school self-evaluation and improvement planning, monitoring of teaching and learning, tracking of pupils' progress, safeguarding policies and procedures, health and safety checks and risk assessments. School policies were analysed.
- Inspectors took account of parents' views, including 13 responses to Parent View, the online Ofsted questionnaire, and 53 school questionnaires. They considered the views of staff, expressed in interviews and written comments.

Inspection team

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