

Beis Rochel Mcr Girls' School

315–317 Great Clowes Street, Salford M7 2FZ

Inspection dates

30 July 2019

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(h), 2(2)(i)

- A suitable curriculum policy is in place and there are appropriate plans and schemes of work. The subjects that the proprietor intends to provide are likely to give pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The proprietor has also effectively considered fundamental British values in his documentation and there is no content that undermines these values. A policy supporting the promotion of British values is in place that encourages respect for all and is in keeping with the school's ethos and values.

Paragraph 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)

- Leaders do not have a suitable policy or scheme of work for personal, social, health and economic (PSHE) education that pays particular regard to the protected characteristics set out in the Equality Act 2010. In documents presented to the inspector, there was a clear indication that the proprietor and his advisers intend not to make pupils aware of matters related to sexual orientation or gender reassignment. Leaders stated that this position is based on consideration of the views of parents and carers.
- Leaders also presented documents detailing their own 'risk assessment' of the age-appropriateness of the work pupils would do with regard to the protected characteristics. Leaders judged that it was inappropriate to provide lessons for any year group in the school dealing with matters relating to gender reassignment or sexual orientation.

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

- The curriculum plans and schemes of work that the proprietor has put in place are likely to ensure that teaching in the school will enable pupils to learn effectively and acquire new knowledge.
- Leaders provided evidence that good-quality classroom resources had already been acquired or were scheduled for delivery in good time for the proposed date of the

opening of the school.

Paragraph 4

- An appropriate assessment scheme and suitable plans for reporting to parents are in place and are likely to provide secure evaluation of pupils' performance.
- Leaders have not ensured that all the independent school standards in this part are likely to be met when the school opens.

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

Paragraphs 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), 5(d)(iii)

- There is a specific policy in place to promote pupils' spiritual, moral, social and cultural development, which is appropriately detailed. This recognises, for example, the importance of observing the rule of law and describes ways of managing partisan political views. However, there is no reference to the active promotion of principles to encourage respect for all the protected characteristics set out in the Equality Act 2010, particularly sexual orientation and gender reassignment.
- Leaders have not ensured that all the independent school standards in this part are likely to be met when the school opens.

Part 3. Welfare, health and safety of pupils

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

- The school's safeguarding policy is detailed and follows the government's most recent guidance. This policy is available to parents and others on request.

Paragraphs 9, 9(a), 9(b), 10

- There is a suitable policy in place to promote pupils' good behaviour in the school. It contains a clear explanation of the intended system of sanctions and rewards.
- The policy to address bullying is clear and fit for purpose. It includes details of how leaders propose to address different types of bullying, including homophobic bullying. Leaders also intend to commission an independent anti-bullying officer to provide advice to leaders on the school's approach to managing bullying.

Paragraphs 11, 12, 13, 16, 16(a), 16(b)

- Suitable policies are in place to secure the health and safety of pupils. These include a detailed fire risk assessment policy, with clear procedures for evacuation and safety checks. There are also suitable policies for managing other risks and for the arrangements regarding first aid.

Paragraph 14

- No staff have been appointed yet. However, the proposed number of staff is sufficient to ensure that pupils will be properly supervised. The school's behaviour policy contains suitable guidance on staff supervision of pupils.

Paragraph 15

- Leaders have suitable documents to ensure that they accurately record pupils' admissions and attendance.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Part 4. Suitability of staff, supply staff and proprietors

Paragraphs 17, 18(1), 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b)

- The proprietor has not yet appointed any staff but intends to so do before September 2019. There is a 'headteacher designate' who has not yet officially taken up her role. She has been trained in safer recruitment procedures. The school has an appropriate electronic document in which leaders will record the required checks on the suitability of staff whom they appoint.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 24(1), 24(1)(a), 24(1)(b), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- The proprietor has commissioned substantial building renovation work, which is now nearing its conclusion. Official documents, detailing dates by which outstanding tasks will be finished, were a clear indication that the premises are likely to be ready by the proposed opening date.
- The quality of the refurbishment completed so far is high. The proprietor is likely to secure pupils' health, safety and welfare with the standard of accommodation and facilities that he intends to provide. Leaders have made sure that pupils have access to drinking water, with a labelled drinking fountain in the corridor. Toilet facilities are clean and well maintained. The wash basins are awaiting imminent installation and will have a central thermostatic control to prevent the risk of scalding.
- There is a room suitable for tending to sick pupils on a short-term basis and for medical examination.
- The outdoor area is sufficiently spacious to enable pupils to play and take part in physical education activities.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(i), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b), 32(4)(c), 32(5)

- The school does not have a website. The school's prospectus ensures that parents have access to information about the school's ethos and values. It also advertises the fact that all policies, such as those on safeguarding, are available on request.
- The proprietor has made all relevant contact details available through the school's prospectus.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- There is a written complaints policy that has the requisite informal and formal stages and includes provision for a panel hearing. It contains clear timescales and a process for recording all complaints and findings with an appropriate level of confidentiality.
- The complaints procedure is made available on request and is advertised through the school's prospectus.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Part 8. Quality of leadership in and management of schools

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

- Leaders have not fulfilled their responsibilities effectively so that all the independent school standards are likely to be met. This is because they have not actively promoted pupils' understanding of all the protected characteristics as set out in the Equality Act 2010. In particular, there is no provision in the teaching of PSHE education for pupils to develop respect for people in matters of gender reassignment or sexual orientation.
- Leaders have not ensured that all the independent school standards in this part are likely to be met when the school opens.

Schedule 10 of the Equality Act 2010

- Leaders have a clear policy and appropriate strategies for ensuring suitable accessibility to the curriculum, the school's environment and written information. For example, leaders undertake to provide resources or reports in large text if required.
- Leaders have ensured that this part of the independent school standards is likely to be met when the school opens.

Statutory requirements of the early years foundation stage

- The proprietor has ensured that the early years is likely to comply with the relevant requirements. The provision will follow the same safeguarding policy as the rest of the school and there are suitable facilities already in place or due for completion by September. There is an appropriate programme of activities that is likely to meet the developmental and educational needs of the children in the provision.
- Leaders have ensured that all the independent school standards in this part are likely to be met when the school opens.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	147272
DfE registration number	355/6013
Inspection number	10115074

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Other independent school
School status	Independent school
Proprietor	Mr Yoel Horowitz
Headteacher	Mrs C Lewis (headteacher designate)
Annual fees (day pupils)	Variable depending on ability to pay
Telephone number	07932 771 555
Website	None
Email address	admin@beisrochel.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	2 to 11	2 to 11
Number of pupils on the school roll	Not applicable	200	200

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Girls
Number of full-time pupils of compulsory school age	Not applicable	175
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	30
Of which, number of pupils with an education, health and care plan	Not applicable	10
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	15
Number of part-time teaching staff	Not applicable	10
Number of staff in the welfare provision	Not applicable	8

Information about this proposed school

- Beis Rochel Mcr Girls' School is a Jewish independent school based in Salford. It is intended that the school will cater principally for the Satmar community.
- The school is likely to admit girls aged three to 11 years, including some with special educational needs and/or disabilities, such as moderate learning difficulties, autism spectrum disorder and behavioural, emotional and social difficulties.
- It is not proposed that the school will cater for pupils who have more complex needs.
- It is not proposed that the school will operate on more than one site or use other off-site provision.

Information about this inspection

- This inspection was the proposed school's first pre-registration inspection. It was conducted by Ofsted at the request of the Department for Education to consider the school's application to open a Jewish independent school for girls, registered for 200 pupils aged three to 11.
- The inspector held discussions with: the proprietor; the headteacher designate, who is not yet in post; the school's adviser; an independent consultant, commissioned by the proprietor; and others who intend to take leadership or governance roles at the school. He undertook a tour of the premises and analysed a wide range of documents, including curriculum plans and documents relating to safeguarding and health and safety.

Inspection team

Mark Quinn, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to 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 sub-paragraph (2) is drawn up and implemented effectively.
- 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;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

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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