

# Bnos Margulis Viznitz Girls' School

33 Northumberland Street, Salford, Manchester M7 4DQ

## Inspection dates

17 September 2019

## Overall outcome

**The school is likely 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)*

- The school's planned curriculum includes kodesh (religious) and chol (secular) learning.
- The chol curriculum will be taught in English. It includes a suitably broad range of subjects for pupils to gain the wide knowledge they need. Leaders have prepared detailed policies and plans setting out how each of the chol subjects will be taught to pupils in different year groups. Most of these plans are linked to tried-and-tested schemes used in other schools, including, for example, those for English, phonics, literacy and mathematics.
- The kodesh curriculum will be taught in Yiddish. Children will learn reading in Hebrew right from their start in the school in Reception. Over their time in the school, pupils will learn about topics including Jewish law and ethics, prayer, and the Torah and other biblical studies.
- The early years curriculum includes both kodesh and chol experiences for children. Children will be taught reading in English once they have gained experience in Hebrew. Leaders expect that children will be less advanced in their reading and writing skills in English than found in many schools by the end of early years. However, leaders intend to ensure that pupils will have caught up by the end of key stage 1. Reading in Hebrew and English will be taught by developing pupils' phonics knowledge and skills in a systematic way.

*Paragraph 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii)*

- Leaders have prepared a programme of personal, social and health (PSH) education. This programme includes materials and resources for teaching and learning already used effectively in other schools. It includes a wide range of topics selected to give pupils the knowledge and skills they will need to be successful now and in the future. Leaders have not shied away from planning to teach pupils about potentially sensitive

issues in age-appropriate ways. For example, lessons are planned to cover anti-bullying, different types of family relationships and gender stereotyping. In addition, leaders intend that pupils will gain an understanding of people of different faiths, cultures and life experiences. For example, pupils will undertake a walk to consider how different people live together in the local community. Leaders intend that these types of activities will help pupils to develop their respect for others.

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

- The proprietor has not made any formal appointments to the school staff so far. However, the headteachers for chol and kodesh and the early years leader have already started their work. These leaders have suitable skills and experience for them to ensure that teaching is effective. Leaders have planned a systematic approach to checking that the quality of the work of other members of staff is good enough.
- The school's curriculum and lesson plans provide clear information to help teachers to be effective. The subject content of these plans is suitable.

*Paragraph 4*

- Leaders intend that pupils will undertake formal assessment of their chol learning roughly once each term. In addition, pupils will complete the national curriculum assessments at the end of Year 6.
- Assessment of the kodesh curriculum will be undertaken to meet the requirements of that programme.
- The proprietor has ensured that the standards 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)*

- The planned PSH education curriculum indicates that pupils will be taught about a suitably wide range of ideas and given helpful experiences to ensure that their spiritual, moral, social and cultural (SMSC) development is strong. Other parts of the curriculum will also support pupils' SMSC development.
- Leaders' plans demonstrate that pupils will be supported to develop tolerance and respect for others in ways that reflect the full diversity of modern Britain. All relevant policies refer explicitly to all the protected characteristics set out in the Equality Act 2010. Leaders are committed to teaching relationships education and so to meet the statutory requirement for this learning from the start of the next school year.

*Paragraph 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)*

- The school's staffing policies clearly set out how teachers and other staff will achieve political neutrality in their work with pupils.
- The proprietor has ensured that the standards in this part are likely to be met.

## Part 3. Welfare, health and safety of pupils

### *Paragraph 7, 7(a), 7(b)*

- Leaders have ensured that the school's child protection and safeguarding policy reflects the latest statutory guidance about safeguarding. In addition, it addresses the requirements of guidance about suitable provision for children in early years. The school will not have a website. However, leaders will make this policy readily available to parents, carers and others on request.
- The leaders who are preparing to open the school demonstrate a strong awareness of safeguarding. They have received appropriate training in safeguarding, including the safer recruitment of staff. Leaders who will take on the roles of the senior designated leader for safeguarding (DSL) and the deputy DSL have already been identified.

### *Paragraph 9, 9(a), 9(b), 10*

- The behaviour policy provides a supportive framework for ensuring that pupils' behaviour will help everyone get along together and provide a calm environment for learning. The rewards and sanctions to be used with pupils are clear. The use of physical punishment is forbidden. The behaviour policy reflects that such sanctions are illegal.
- The anti-bullying policy sets out how the school will avoid bullying and how this will be dealt with, should it arise.
- Leaders have already established systems for the recording and follow-up of any incidents of poor behaviour, including bullying.

### *Paragraph 11, 12, 13, 16, 16(a), 16(b)*

- The school's policies about the health and safety of people while on the school site provide appropriate information to reduce risks to acceptable levels.
- Leaders have taken a systematic approach to ensuring that the school will be safe. For example, they have undertaken recent first-aid training and ensured that fire-safety checks and other risk assessments have been completed.

### *Paragraph 14*

- While staff have not yet been appointed to the school, leaders explained that they will appoint a suitable number to ensure that pupils will be properly supervised, including children in early years. They intend that each class will have no more than 18 pupils.

### *Paragraph 15*

- Leaders have prepared a suitable format for the school's admissions register. The school's attendance policy indicates that twice-daily attendance registration will be undertaken in line with national guidance.
- The proprietor has ensured that the standards in this part are likely to be met.

#### Part 4. Suitability of staff, supply staff, and proprietors

*Paragraph 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 prepared a suitable electronic record to summarise the details of the required employment checks on staff. As no staff have, so far, been appointed, this is not complete. However, the proprietors and other leaders have undertaken suitable training to ensure that they know what is required.
- The school's governors do not form part of the proprietorial arrangements of the school. However, the proprietor has ensured that checks on the suitability of the governors to work with pupils have been completed. Leaders know that checks on whether anyone involved in the leadership and management of the school has been prohibited from undertaking such a role are also required. They intend to do these checks once the school has access to the national records holding the necessary information.
- The proprietor does not intend to employ any short-term temporary staff from an employment agency.
- The proprietor has ensured that the standards in this part are likely to be met.

#### Part 5. Premises of and accommodation at schools

*Paragraph 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 premises were previously used by another school. The proprietor has arranged for improvements, including new carpets and decoration in some rooms. Parts of the premises remain shabby. However, the premises appear to be safe and suitable for use as a school. There is an enclosed playground at the back of the premises. This is of sufficient size to allow pupils to play and enjoy physical education activities.
- There are ample toilet and washing facilities for pupils on each floor of the building. These have suitable supplies of hot and cold running water. The water heaters in each toilet are regulated so that the water cannot become too hot.
- Toilets for staff and other adults are in separate rooms from the pupils' toilets.
- An office near the early years area is designated as the medical room. This has a bed, a washing facility and immediate access to a toilet.
- Other aspects of the premises needed for these to be used as a school are appropriate. For example, drinking water is labelled, lighting inside and outside the building is sufficient, and classrooms will not be disturbed by excess noise from other activities.
- The proprietor has ensured that the arrangements to complete any maintenance work well. During the inspection, a small number of minor defects were quickly corrected.

- The proprietor has ensured that the standards in this part are likely to be met.

## Part 6. Provision of information

*Paragraph 2(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)*

- The school will not have a website. However, leaders have prepared a comprehensive file containing the required policies and other information so that these can easily be made available to parents.
- The school's prospectus is detailed and is already available for parents of prospective pupils.
- Leaders have adapted many policies from those used by other schools. However, they have checked these carefully to make sure that the details included are relevant to this school. A small number of minor amendments were made to some policies during this inspection so that these were fully accurate.
- Leaders have already considered the arrangements for reporting pupils' attainment and progress to parents. The planned content of reports will be helpful to parents.
- The proprietor has ensured that the standards in this part are likely to be met.

## 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)*

- The proprietor has ensured that a complaints policy has been prepared. This closely matches the requirements.
- The timescales for considering any complaints are suitably short and the arrangements for considering any complaints that are not resolved at an early stage are thorough.
- The policy indicates that leaders will use information arising from the consideration of any complaints to improve the school's practice.
- The policy requires any complaint to be dealt with in a confidential way.
- The proprietor has ensured that the standards in this part are likely to be met.

## Part 8. Quality of leadership in and management of schools

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

- The proprietor and other leaders have demonstrated that they are fully aware of the requirements of the independent school standards in their preparations for opening the proposed school. They have sought advice from leaders in other established schools. They have used this advice to help them to make sure that the required arrangements are in place.

- The standards in the other parts are likely to be met.
- The proprietor has ensured that the standards in this part are likely to be met.

#### Schedule 10 of the Equality Act 2010

- Leaders have prepared an accessibility statement for the school. This considers how people with physical needs may gain access to the building. In addition, it commits the school to helping pupils who may need additional support to access the curriculum to receive this support.
- The proprietor has ensured that the requirements of the Equality Act are likely to be met.

#### Statutory requirements of the Early Years Foundation Stage

- The early years leader has prepared detailed plans about children's learning, development and welfare. These provide a suitable framework for the statutory requirements to be met. Leaders have designed a scheme that will let staff assess and monitor children's development so that they can ensure that play and learning activities meet children's needs.
- Leaders have made the classrooms designated for early year classes attractive and suitable for learning. In addition, they have addressed the safety and welfare needs of young children. For example, children in early years will have their own toilet and washing facilities. The classrooms have their own access to the school's playground to more easily allow children to play outside.
- Leaders intend to ensure that only suitable people will be employed to work with children. While staff have not yet been appointed, leaders intend that they will provide a suitable number of adults to properly supervise children and help in their learning.
- The early years leader has already considered how she will work with parents and include them in their children's learning. The proprietor has ensured that the requirements of the Early Years Foundation Stage are 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.

## Proposed school details

|                         |          |
|-------------------------|----------|
| Unique reference number | 147366   |
| DfE registration number | 355/6014 |
| Inspection number       | 10118758 |

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                       | Orthodox Hassidic Jewish day school                                |
| School status                        | Independent school   |
| Proprietor                           | Mr Yitschak Elisha Merlin  |
| Chair                                | Mr Yitschak Elisha Merlin  |
| Headteacher                          | Mrs Rivka Jung   |
| Annual fees (day pupils)             | Not yet determined   |
| Telephone number                     | 07807 099015   |
| Website                              | None   |
| Email address                        | <a href="mailto:bnosmargulis@gmail.com">bnosmargulis@gmail.com</a> |
| Date of previous standard inspection | Not previously inspected   |

## Pupils

|                                     | <b>School's current position</b> | <b>School's proposal</b> | <b>Inspector's recommendation</b> |
|-------------------------------------|----------------------------------|--------------------------|-----------------------------------|
| Age range of pupils                 | Not applicable                   | 3 to 11                  | 3 to 11                           |
| Number of pupils on the school roll | Not applicable                   | 170                      | 170                               |

## Pupils

|  | <b>School's current position</b> | <b>School's proposal</b> |
|--|----------------------------------|--------------------------|
| Gender of pupils   | Not applicable                   | Girls                    |
| Number of full-time pupils of compulsory school age  | Not applicable                   | Up to 170                |
| Number of part-time pupils   | Not applicable                   | Not yet known            |
| Number of pupils with special educational needs and/or disabilities                              | Not applicable                   | Not yet known            |
| Of which, number of pupils with an education, health and care plan                               | Not applicable                   | Not yet known            |
| Of which, number of pupils paid for by a local authority with an education, health and care plan | Not applicable                   | Not yet known            |

## Staff

|   | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Number of full-time equivalent teaching staff | Not applicable            | Not yet known     |
| Number of part-time teaching staff            | Not applicable            | Not yet known     |
| Number of staff in the welfare provision      | Not applicable            | Not yet known     |

## Information about this proposed school

- The proprietor intends that Bnos Margulis Viznitz will be an independent Orthodox Jewish day school for girls aged from three to 11 years.
- The proposed school is located in Salford and is intended to serve a growing Jewish community in the Greater Manchester area. Pupils will be predominantly White British and all will have an orthodox Jewish background. Pupils are expected to speak Yiddish as their first language.
- The proposed school is housed in a building that was originally a large detached house. It was most recently used as a school by another proprietor.
- The school intends to open six days a week from Sunday to Friday. The proposed school's ethos is summarised by 'Having a strength of character, meaningful prayer, and living a life of Torah is our identity'.
- The proposed school will be led by separate headteachers for the chol and kodesh curriculums. In addition, a leader for early years will be appointed.
- The proprietor, governors and proposed leaders have been supported by a consultant who is the headteacher of a local Jewish primary school and other members of the Jewish community.
- The proposed school does not intend to use alternative provision.

## Information about this inspection

- This inspection was commissioned by the Department for Education in order to confirm whether the school was likely to meet the independent school standards and other requirements needed to operate as an independent school.
- This was the first pre-registration inspection of the proposed school.
- The inspector held discussions with the proprietor, the headteacher designate, the proposed early years leader, a governor and a consultant who is working with leaders. He also met with a small number of other members of the local Jewish community.
- The inspector checked the premises and playground.
- The inspector scrutinised the documents provided by the school, including the proposed school's safeguarding policy. He scrutinised curriculum planning, proposed schemes of work and plans for assessment.
- The inspector checked the school's likely compliance with the independent school standards.

## Inspection team

David Selby, lead inspector

Her Majesty's Inspector

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