

Inspection of Beis Rochel Manchester Girls' School

315–317 Great Clowes Street, Salford M7 2FZ

Inspection dates: 25–27 February 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Requires improvement

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils enjoy school. Leaders and staff have created a harmonious learning community where pupils feel safe. Pupils that we spoke to say that there is no bullying. They treat each other with kindness and respect. This extends to staff and visitors.

Most pupils have not attended a school before. They settle well into school routines. Pupils behave well in lessons and during breaks. Pupils know that the staff team wants them to do well with their learning. For the vast majority of pupils, they start school speaking Yiddish as their first language. Due to gaps in their learning, many pupils in key stage 1 have a lot of catching up to do.

Children in the early years enjoy learning which encourages their curiosity. They relish looking at the many books and learning to count. Children use the outdoor area to ride bicycles and play ball games. However, the area has limited space for children to learn and play.

Pupils experience a range of religious and secular learning. However, there are gaps. Teachers do not help pupils to find out about the diversity of people and families in modern Britain. Leaders and staff do not teach about all of the protected characteristics set out in the Equality Act 2010.

What does the school do well and what does it need to do better?

The headteacher makes sure that pupils study a wide curriculum. She has had to revise the planned curriculum because most pupils have not attended a school before. As a result, pupils have gaps in their learning. Leaders plan lessons for teachers. Some teachers are at an early stage in adapting their teaching to meet the abilities of all pupils. Teachers have not had training in how to teach some of the foundation subjects.

Pupils have not completed two full terms in the school. It is early days to establish the full impact of how well the curriculum is enabling pupils to progress across a range of subjects. However, pupils' determination in lessons reflects their keenness to learn new things. They are doing well with learning English as an additional language.

Leaders make sure that pupils read with an adult often. Pupils falling behind in their reading are given a range of support to help them to catch up. This is recent, but there is evidence of improvement. Teaching builds on the letters and sounds that pupils already know. There is a consistent approach when teaching phonics. This begins in the Reception class. In Year 1, leaders ensure that pupils' reading books match the sounds that they are learning. This is improving pupils' progress in early reading. Leaders need to check that the approach to reading is sustained so that more pupils develop a love of reading in English. Leaders recognise that to do this, staff need more precise training in teaching phonics and early reading.

The headteacher and curriculum leader plan learning so that pupils will know more and remember more across a range of subjects. We saw these plans in action in visits to lessons in reading, geography and mathematics. We also looked at planning across the wider curriculum. However, the faith of the community which the school serves, means that some areas of the curriculum are deliberately not taught. In addition to avoiding any reference to some of the protected characteristics in the school's curriculum, staff do not cover topics that help pupils to understand how family units vary in society.

Aspects of the care and welfare of pupils are strong. Most personal, social and health education is provided as part of the Kodesh (Jewish faith) curriculum. However, the school does not provide pupils with enough information about the similarities and differences that exist among people. This limits pupils' preparation for life in modern Britain.

Pupils are polite. They behave well in lessons, so everyone can learn. They move around the school calmly. Pupils know how staff expect them to behave. Children in early years listen carefully to adults' instructions. They build strong friendships. Children enjoy playing and learning outdoors. However, the space outside limits the play and learning that can take place.

The headteacher is also the special educational needs and/or disabilities coordinator. She monitors pupils closely in order to identify whether or not pupils may have special educational needs and/or disabilities (SEND). Leaders intend to ensure pupils with SEND access the full curriculum.

Staff told us that leaders make sure that their workload is acceptable. Leaders make sure that teachers concentrate on assessment that helpfully supports pupils' learning.

Those responsible for governance includes the proprietor. Governors know about the recent changes to the curriculum to tackle the gaps in pupils' learning. However, they do not ensure that the school meets all the independent school standards. The school's approach means that the standards relating to the protected characteristics are not met. The school's failure to meet some of the standards also means that the standards about leadership and management are not met.

Other aspects of the school's provision meet the standards. For example, the premises are well maintained and the arrangements for providing parents and carers with information about the school are sufficient. There is a high level of parent satisfaction with all aspects of the school's work.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive safeguarding training. They know pupils and their families exceptionally well. Staff are skilled in how to check for signs that a pupil may be at risk of harm. Leaders check that staff who work in school are suitable to work with pupils.

Staff teach pupils about how to manage the risks that they might face in their everyday lives. Through the curriculum, pupils learn how to stay safe. Pupils know that they can speak to an adult in school if they have concerns. Pupils feel safe in school. The school site is secure.

What does the school need to do to improve?

(Information for the school and proprietor)

- The headteacher has identified the need to prioritise reading English across the school. Leaders should ensure that staff have precise training in teaching phonics and early reading. This is to increase the confidence and skills of staff so that they become effective in supporting pupils who are struggling to read English fluently.
- The headteacher has designed a secular curriculum. Some teachers are not experienced in teaching certain subjects. Leaders need to provide further training for staff, particularly in foundation subjects. This will develop their confidence in adapting activities to meet the wide range of pupils' abilities and needs, and plug gaps in pupils' prior learning.
- The outdoor provision for children in early years needs improvement. The school has recognised this and submitted plans to the local authority. As soon as permission is granted, work needs to start as a matter of urgency. This is so that pupils have the benefit of more opportunities for learning outdoors.
- In accordance with the orthodox Jewish community's convictions and practice, the school does not teach about the full diversity of people in modern Britain. This includes avoiding reference to the protected characteristics as defined in the Equality Act 2010, specifically sexual orientation and gender reassignment. This limits pupils' knowledge and understanding of society. Leaders must ensure that pupils are better prepared for their lives in modern Britain.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education (DfE) has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	147272
DfE registration number	355/6013
Local authority	Salford
Inspection number	10128833
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Girls
Number of pupils on the school roll	55
Number of part-time pupils	None
Proprietor	Yoel Horowitz
Headteacher	Chava Lewis
Annual fees (day pupils)	Agreed with proprietor on admission
Telephone number	0161 660 1001
Website	None
Email address	admin@beisrochel.co.uk

Information about this school

- A headteacher from another school is supporting leaders.
- The school opened on 28 October 2019. There are currently no key stage 2 pupils.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- We met with the headteacher, deputy headteacher and curriculum leader.
- Reading, mathematics, geography, and personal, social and health education were considered as part of this inspection. Inspection activities included discussions with leaders, visits to lessons, discussions with teachers, scrutiny of pupils' work and discussions with pupils about their learning.
- We had a tour of the school with the headteacher.
- We held a meeting with the proprietor and the governors.
- We held a meeting a headteacher from another school who is supporting leaders at this school.
- We checked the school's safeguarding policies and procedures and the school's single central record. We met with leaders, staff and pupils to check how effective safeguarding is in the school.
- We spoke with several parents informally. We also held a meeting with parents. We considered the responses to Ofsted's online survey for parents, including free-text responses. We also received a letter from a parent.
- We examined a range of documents, including the school's policies, attendance analysis and schemes of work.

Inspection team

Naomi Taylor, lead inspector

Her Majesty's Inspector

John Shutt

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed 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; and
- 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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