

Inspection of Manchester Mesivta School

Beechwood, Charlton Avenue, Prestwich, Greater Manchester M25 0PH

Inspection dates: 4 and 5 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Previous inspection grade

Good

What is it like to attend this school?

Most pupils like coming to school. They have mostly positive relationships with each other and their teachers. Pupils' learning is enhanced by lots of clubs and activities outside normal lesson times, including for chess, gardening and the Duke of Edinburgh's Award scheme. Pupils appreciate these extra activities. They have opportunities to care for animals and to bake food in well-equipped rooms. Pupils raise money for a range of charities both locally and internationally.

Pupils feel safe. They know that there is always someone who will help them if they are worried. Pupils said that bullying is not common. They reported that staff would deal with bullying quickly if it did happen.

Leaders' expectations of pupils' behaviour are not consistently high. Some pupils do not behave well in lessons. This makes it hard for pupils to learn. Pupils behave well in the dining hall and in the playground during breaktime. However, some pupils exhibit boisterous behaviour in corridors and during lesson changeovers.

Some pupils do not achieve as well as they should in some subjects. This is partly because of weaknesses in the design of the curriculum. Pupils do not have the opportunity to study music in key stage 3.

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

Leaders have been successful in combining the kodesh (religious) curriculum with the secular curriculum. However, the curriculum in key stage 3 is not as ambitious as the national curriculum. Pupils do not get the chance to study music. Leaders are in the process of developing the school's curriculum. In some subjects, leaders identify the key knowledge that they want pupils to learn and the order in which teachers should teach topics. Pupils are able to revisit and build on their learning. However, some other subjects are at an early stage of development. These subjects lack clarity about what pupils need to learn and when they should gain this knowledge. In these subjects, pupils do not achieve as well as they should.

Most teachers use their subject knowledge to help pupils and to provide clear explanations. In most subjects, teachers use assessment strategies increasingly well to check what pupils know, and identify and clear up any misunderstandings that pupils may have.

Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) quickly. They share information about these pupils with teachers. Specialist staff provide helpful support for pupils with SEND, including for reading. On occasion, in some subjects, pupils with SEND do not receive the support that they need during lessons. This is because the curriculum design in some subjects is not effective. Pupils with SEND follow a similar curriculum to their peers and are included in all aspects of school life.

Leaders' plans to support pupils who at the early stages of learning to read are not implemented well enough across the school. Leaders ensure that pupils who have fallen behind with their reading knowledge are identified promptly. Some teachers are trained in delivering phonics. However, some pupils who are weaker readers do not receive effective support to catch up quickly. This means that they have weaknesses in their reading knowledge. This limits their access to the wider curriculum.

Pupils receive high-quality pastoral care, including support for mental health. Most pupils generally behave well in lessons and around the school. However, some pupils disrupt the learning of others in some lessons. In addition, some pupils do not take responsibility for their own behaviour during staggered breaktimes. This affects the learning of pupils who are in lessons.

Pupils learn about citizenship, including democracy and the difference between right and wrong. Leaders provide opportunities for pupils to learn about different faiths and cultures. This helps pupils to become respectful and tolerant of others, regardless of difference. Older pupils enjoy taking on responsibilities, such as leading prayers and being a buddy to younger pupils. That said, some aspects of the personal development curriculum, such that related to healthy relationships and consent, are not designed and delivered coherently. In addition, pupils do not learn about all the protected characteristics. This limits pupils' preparation for life in modern Britain.

Leaders provide appropriate careers advice and guidance. This helps to inform pupils of their next steps in education, employment or training. Pupils in key stage 4 spoke positively about a recent careers event attended by many employers, including those who provide apprenticeships.

Governors are committed to providing the best quality of education for pupils. They are supportive of leaders and staff. Governors have increased the level of challenge that they provide to leaders. They know what needs to improve and are already addressing weaknesses in the school's provision.

Most staff are proud to work at the school. Staff feel that leaders are considerate of their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

All members of staff receive regular safeguarding training. They know how to spot the signs that a pupil may be at risk. Staff know what to do if they have a safeguarding concern about a pupil. Leaders follow up safeguarding issues with external agencies and with the local authority to protect vulnerable pupils and their families. Pupils learn how to protect themselves when working online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Pupils do not have the opportunity to learn about music in key stage 3. This means that the curriculum is not as ambitious as the national curriculum. Leaders should ensure that they provide opportunities for pupils to study music in key stage 3, so that the school's curriculum reflects the breadth and ambition of the national curriculum.
- In some subjects, leaders have not thought carefully enough about the knowledge that pupils should learn and the order in which curriculum content should be taught. This hinders pupils' learning. Leaders should ensure that they finalise their curriculum thinking in these remaining subject areas so that pupils learn effectively.
- Leaders' plans to support pupils who struggle to read are at an early stage of development. Consequently, some of these pupils are not able to access the wider curriculum as well as they should. Leaders should ensure that their plans to improve reading are put in place quickly, so that the weakest readers gain the confidence and fluency to read widely and often.
- Some pupils do not behave as well as they should. This prevents pupils from learning. In addition, a small minority of pupils spoil the school environment for others in the school building. Leaders should provide staff with further training and support. They should ensure that staff apply the behaviour policy in a consistent manner, so that pupils' behaviour improves in lessons and around the school.
- Some aspects of the personal development curriculum are not designed and implemented consistently well. This limits how well pupils are prepared for life in modern Britain. Leaders should ensure that the personal development curriculum is coherently designed and implemented, so that pupils are better prepared for life in modern Britain. Leaders must make sure that pupils learn about all the protected characteristics, without exception.

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 information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

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

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

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

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| Unique reference number | 134195 |
| Local authority | Bury |
| Inspection number | 10199556 |
| Type of school | Secondary comprehensive |
| School category | Voluntary aided |
| Age range of pupils | 11 to 16 |
| Gender of pupils | Boys |
| Number of pupils on the school roll | 204 |
| Appropriate authority | The governing body |
| Chair of governing body | Noah Fletcher |
| Headteacher | Binyomin Sulzbacher |
| Website | www.mesivta.org.uk |
| Date of previous inspection | 14 and 15 October 2015, under section 5 of the Education Act 2005 |

Information about this school

- The school is an orthodox Jewish school. Its most recent section 48 inspection took place in March 2017.
- Since the previous inspection, the number of pupils on roll has increased significantly. In addition, there have been a number of changes in staffing, including changes to subject leadership.
- There have been changes to governance. This includes the appointment of a new chair and vice-chair of the board of governors.
- School leaders do not use any alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

Inspector carried out this inspection under section 8 of the Education Act 2005. They deemed the inspection a section 5 inspection under the same Act.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other senior leaders, subject leaders, staff and members of the governing body, including the chair. An inspector spoke with two representatives of the local authority.
- Inspectors spoke to many pupils about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors reviewed a wide range of evidence, including the school's self-evaluation document, improvement plans, minutes of governing body meetings and records of pupils' behaviour and attendance.
- Inspectors checked the school's safeguarding policies and procedures and the school's single central record. Inspectors met with leaders, staff and pupils to check how effective safeguarding is in the school.
- Inspectors carried out deep dives in English, geography, history and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and spoke to some pupils about their learning, and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the responses to Ofsted Parent View and the responses to the pupil and staff surveys.

Inspection team

Ahmed Marikar, lead inspector

Her Majesty's Inspector

Elaine Mawson

Her Majesty's Inspector

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