

Inspection of Beis Malka Girls school

399–401 Bury New Road, Salford M7 2BT

Inspection dates: 10 to 12 May 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils like their school. They said that everyone is welcome there. Children in the early years settle in and make friends quickly. Older pupils enjoy their breaktimes, when they can chat and relax. Pupils said that there is always someone to talk to in this friendly school.

There are high expectations for the behaviour and achievement of all pupils, including those with special educational needs and/or disabilities (SEND). Pupils work hard in lessons. They pay attention to what their teachers say. This helps pupils to get on with their learning. They achieve well.

The school is a calm and orderly place. Pupils move around sensibly, for example when going from one classroom to another. Children and pupils learn to follow simple rules and routines, such as sitting quietly at register time. Bullying is rare. However, pupils are confident that if ever it happens, staff deal with it quickly and effectively.

Pupils learn the importance of tolerance and respect for each other and for other people. However, pupils do not learn everything that they need to know about the protected characteristics as defined by the Equality Act 2010. This limits their readiness for life beyond school. Leaders have improved the careers information, education, advice and guidance (CIEAG) that older pupils receive. However, these improvements are too recent for pupils to have benefited from them.

Pupils said that they feel happy and safe in school. They know who to speak to if ever they have any worries.

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

Leaders have created an interesting and ambitious curriculum for children and pupils from the early years to key stage 4. Children and pupils learn well from this curriculum, including those with SEND. In each key stage, the curriculum covers a broad range of subjects. Pupils in Years 10 and 11 study for GCSE examinations in a number of these subjects.

Leaders have decided what they most want pupils to learn in each subject and across year groups, including in the early years. They have thought carefully about the order in which pupils should learn this important knowledge. Leaders have shared this information with all staff. This enables staff to design learning that builds on what pupils already know.

In lessons, teachers check to make sure that pupils have understood new learning. They provide help for pupils if they need it. This helps pupils to achieve well, including those with SEND.

In most subjects, leaders gather a range of assessment information about pupils' learning to see if the curriculum is helping pupils to know more and remember more over time. This enables leaders to make improvements to the curriculum if they are needed. However, in a small number of subjects, leaders' work to gather such information is at an early stage. Leaders do not have a clear understanding of how well pupils remember their learning over time in these subjects.

Reading has a high priority in the curriculum. Children in the early years learn about letters and sounds in phonics lessons. Teachers make sure that the words in children's reading books contain only the sounds that children have learned so far. This helps children to read confidently.

Pupils enjoy listening to the stories that their teachers read to them. Leaders make sure that pupils read a wide range of books. Pupils' reading supports their learning in other subjects. For example, pupils in key stage 2 learned more about the evacuation of children when they read books about the Second World War. Pupils of all ages develop a real love of reading.

Many children speak little English when they start school in the early years. Leaders provide activities that increase the opportunities for these children to hear and use a wide range of words. Children quickly develop strong speaking and listening skills in English, alongside their home language.

Leaders and staff work together successfully to identify pupils who may have SEND. Staff communicate well with parents and carers in order to share important information about pupils' needs. Leaders work effectively with a range of professionals to secure help for pupils with SEND if they need it. This enables these pupils to access the same ambitious curriculum as their classmates.

Pupils have a range of experiences beyond the academic curriculum. For example, pupils visit historic properties and museums to learn more about the past. Pupils learn about the monarchy and about values such as the rule of law. However, because they do not learn about the full range of protected characteristics of the Equality Act 2010, pupils are not fully prepared for life in modern Britain.

Older pupils receive limited independent CIEAG. Leaders have begun to improve this provision. However, these improvements are too recent to have had an impact on pupils' understanding of the choices available to them when they leave school.

Leaders have considered how staff should teach relationships and sex education. They have consulted with parents about this. Leaders have designed a programme that covers sensitive aspects in ways that are appropriate. Parents have told leaders that they do not want their children to receive sex education in school.

The independent school standards for leadership and management are not met because leaders and governors have not ensured that pupils learn about all of the protected characteristics. In other areas, leaders and governors fulfil their statutory

duties. For example, they check that fire safety and risk assessments are compliant. They provide space for pupils to play and to engage in sports.

The proprietor body has ensured that leaders comply with schedule 10 of the Equality Act 2010. They have an appropriate accessibility plan in place which is available to parents on request.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff receive regular safeguarding training. Staff know how to recognise the signs of abuse or neglect. They know how to report any concerns that they may have about pupils' welfare.

Leaders work well with a range of safeguarding partners, including local authorities, to secure timely help for pupils and their families when needed.

Governors and leaders follow appropriate practices for the safe recruitment of staff. Pupils learn through the curriculum how to keep themselves safe. They trust adults in school to support them if they need help.

The school has produced a suitable safeguarding policy that takes account of current government requirements. Although the school does not have a website, a copy of this policy is available to parents on request.

What does the school need to do to improve?

(Information for the school and proprietor)

- In a minority of subjects, leaders do not have a clear understanding of the impact of the curriculum on pupils' learning over time. This prevents them from making any improvements to the curriculum that might be necessary to help pupils remember their learning more effectively. Leaders must ensure that in all subjects, they use assessment information to develop a strong understanding of how the curriculums are helping pupils to know more and remember more over time.
- Pupils do not learn about all of the protected characteristics as set out in the Equality Act 2010. This means that they are not fully prepared for life in modern Britain. Leaders must ensure that they comply with their statutory duties by teaching pupils about the full range of protected characteristics.
- The steps that leaders have taken to improve and widen the CIEAG programme are very recent. It is too soon for pupils in key stages 3 and 4 to have benefited from this programme. This means that these pupils do not have a clear understanding of the choices available to them when they leave school. Leaders must ensure that they implement the programme effectively, as soon as possible,

so that all pupils have the information that they need about the career choices available to them.

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

School details

Unique reference number	136117
DfE registration number	355/6006
Local authority	Salford
Inspection number	10203832
Type of school	Other Independent School
School category	Independent school
Age range of pupils	3 to 16
Gender of pupils	Girls
Number of pupils on the school roll	309
Number of part-time pupils	0
Proprietor	Yitzi Isaac Luftig
Headteacher	Frieda Lampin
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 792 2323
Website	None
Email address	headoffice@beismalka.co.uk
Date of previous inspection	14 to 16 November 2017

Information about this school

- Since the last inspection, a new headteacher has been appointed.
- The school received additional inspections in December 2018 and in March 2019.
- Leaders do not make use of any alternative providers.

Information about this inspection

Inspectors 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken it into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. Inspectors also met with the school's external adviser.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, and personal, social, health and economic education. For each deep dive, inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects with leaders and pupils.
- Inspectors reviewed a range of documentation about safeguarding. They also spoke with staff to understand how they keep pupils safe.
- Inspectors spoke with school leaders, viewed parts of the school premises and looked at a range of documentation to check for compliance with the independent school standards.
- An adult was present when inspectors spoke to pupils. Leaders requested that inspectors did not ask certain questions about relationships and sex education, to provide any information about other religions, or to ask questions about protected characteristics related to the lesbian, gay, bisexual or transgender (LGBT) community.

Inspection team

Mavis Smith, lead inspector

Her Majesty's Inspector

Maria McGarry

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9].

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

- 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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