

Inspection of Me'or High School

16 Moor Lane, Salford M7 3WX

Inspection dates: 12 to 14 July 2022

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Pupils are delighted to be members of this happy and welcoming school. They wear their smart school uniforms with pride. Pupils know that being a Me'or girl means to work hard and play hard. They are enthusiastic and diligent learners. Pupils embrace the wide range of opportunities that leaders provide for them.

Leaders are ambitious that all pupils will thrive at the school. Pupils live up to the high expectations that leaders set for them. They achieve well.

Pupils and staff describe the school as like a family. Pupils arrive early each morning, keen for the school day to start. At breaktimes, pupils enjoy the activities that leaders provide. All take part in fun activities such as skipping. Pupils make sure that no one is left out.

Pupils feel safe and well cared for. They described their teachers as kind and friendly. Pupils know that they can share any concerns that they have with staff. If bullying were ever to happen, pupils said that leaders would be swift to take action.

Through the problem-based learning, which threads through Jewish and secular studies, pupils learn important life skills such as budgeting and teamwork. Pupils love taking part in this fun and challenging work.

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

Leaders have put in place a broad, interesting and ambitious curriculum. This supports pupils to learn successfully. Leaders have thought carefully about what important learning pupils need to secure before moving on to new learning. Teachers help pupils to strengthen their understanding by revisiting and building on important aspects of the curriculum. For example, in history, pupils' knowledge of the chronology of important events deepens as they study new topics.

In lessons, teachers are skilled in checking how well pupils are learning. Teachers question pupils about their understanding and carry out activities such as mini quizzes. In all subjects, teachers check the effectiveness of the curriculum in helping pupils to achieve well. However, in a small number of subjects, the checks that teachers make do not give leaders the precise information that they need to see how well pupils are remembering the most important parts of their learning.

Leaders ensure that all pupils read with fluency and confidence. Pupils enjoy the regular opportunities that they have to read for pleasure, for example during the school's lunchtime reading club. In lessons, teachers read a wide range of challenging and interesting books with pupils.

When pupils start at the school, leaders ensure that they identify any additional needs that pupils may have, including any special educational needs and/or

disabilities. In lessons, staff provide effective support to ensure that all pupils keep up with their learning and learn the same curriculum as their peers.

Leaders set very high ambitions for pupils to behave to the highest standards. Pupils fully meet these ambitions. Leaders have ensured that staff, pupils, parents and carers have a very detailed understanding of the school's behaviour policy. Through the school's progress record books, pupils have a sharp insight into different aspects of their own behaviour, such as punctuality and behaving well towards others. Leaders use this detailed information to ensure that all pupils are well supported to give their best.

Lessons are a hive of activity with no learning time lost. Pupils are keen to contribute to class discussions. They listen respectfully to others. At breaktimes, pupils treat each other with kindness. They strive to live out the school's values, for example by taking part in community activities such as singing at a local care home.

Leaders provide regular and interesting activities for pupils to find out about the world around them. For example, pupils visit museums and places of interest as part of their curriculum learning. Pupils learn about the range of differences that they will encounter throughout their lives, such as different cultures. Although pupils learn about religions different from their own, this learning is limited.

Pupils understand the importance of staying fit and healthy. They find out about healthy eating and the importance of exercise. Pupils learn useful techniques such as mindfulness and sensory break techniques to help them manage stressful situations successfully. Parents were full of praise about leaders' comprehensive support for pupils during examinations.

Through the curriculum, leaders thread opportunities for pupils to widen their aspirations. For example, in art and design, pupils learn about varied careers such as interior design and make-up artistry. Visitors to school enhance pupils' knowledge of their options for the future.

Staff feel very well supported by leaders. Teachers value the opportunities that leaders provide for staff's training and working collaboratively with teachers in other schools. Staff appreciate the efforts that leaders make to support their work-life balance and well-being. Staff have a very positive view of the school.

The proprietor body and governors keep a careful oversight of the effectiveness of the school. They check that the school is a safe place for staff, pupils and visitors. The proprietor body has ensured that the school complies with schedule 10 of the Equality Act 2010. Leaders have an appropriate accessibility plan in place which is available to parents.

The proprietor body has ensured that the school environment supports pupils to learn well. Classrooms are well decorated and well resourced. Leaders ensure that pupils make full use of the school's outdoor area for exercise and relaxation. Leaders provide a wide range of suitable resources to support pupils' learning.

As part of this inspection, inspectors considered leaders' request to increase the number of pupils on roll from 35 to 45 and the age range of pupils from 11 to 13 to 11 to 16.

The proprietor body intends to use the school's current health and safety policies and procedures to ensure that the proposed new pupils will be safe, should the proposed increase to the pupil numbers and age range be granted.

The proprietor body intends to increase staffing, should the proposed increase to the pupil numbers and the age range be granted. Leaders' plans for staffing are suitable for the proposed number and age range of pupils.

Leaders' curriculum policy and the intended schemes of work show that leaders intend to teach an appropriately wide range of subjects for pupils within the proposed increased age range. The plans for the curriculum set out how leaders intend to promote the spiritual, moral, social and cultural values of the proposed new pupils appropriately.

Leaders propose to use existing policies and procedures to ensure that any new staff recruited to work in the school are suitable to work with pupils. Leaders have plans in place to ensure that staff can supervise the proposed number and age range of pupils properly.

The proprietor intends to use additional space within the existing school premises to accommodate the proposed increase in pupils. Leaders' proposals include an extra classroom and toilet facilities for the proposed new pupil numbers. These provide suitable accommodation, with appropriate acoustics and lighting.

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide regular training for staff which keeps their knowledge up to date. This means that staff are alert to possible signs of abuse and neglect. Leaders have made sure that the safeguarding policy reflects the latest government guidance. This is available on the school's website. Leaders take the right action to ensure that pupils get the help that they need to stay safe.

Pupils learn how to stay safe. For example, they find out about the dangers of drugs and alcohol. Pupils learn how to keep themselves safe when working online. They understand what to do if the actions of others make them feel uncomfortable.

What does the school need to do to improve?

(Information for the school and proprietor)

- In a small number of subjects, the checks that teachers make on pupils' learning do not identify how well pupils remember some important aspects of the curriculum. This means that leaders do not have a precise view of how well pupils are making progress in some subjects. Leaders should ensure that checks are used to identify how secure pupils are in learning key parts of the curriculum.
- Pupils do not have a firm understanding of the different faiths that they may encounter in their lives. This is because leaders provide pupils with limited opportunities to learn about other religions in any detail. Leaders should ensure that pupils improve their understanding of a range of religions.

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	148475
DfE registration number	355/6019
Local authority	Salford
Inspection number	10210367
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 13
Gender of pupils	Girls
Number of pupils on the school roll	21
Number of part-time pupils	0
Proprietor	Darchei Noam Ltd
Chair	Timothy Dempsey
Headteacher	Hadassa Berger
Annual fees (day pupils)	£5,000
Telephone number	0330 122 8875
Website	www.meor.co.uk
Email address	info@meor.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Me'or High School is an Orthodox Jewish faith school.
- The school opened in February 2021.
- Leaders do not make use of alternative provision.

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 meets the independent school standards. These are the requirements set out in 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 the school leaders and have taken that into account in their evaluation.

- Inspectors carried out deep dives in these subjects: art and design, geography and science. For each deep dive, inspectors met with subject leaders to discuss curriculums, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors also visited some lessons. Inspectors spoke with leaders about curriculums and looked at samples of pupils' work in some other subjects.
- During the inspection, inspectors spoke with pupils and staff about school life. They spoke with the headteacher, senior leaders, members of staff and the proprietor body and governors.
- Inspectors met with a group of parents. They also considered the responses to Ofsted Parent View. Inspectors considered the responses to Ofsted's online questionnaires for staff and pupils.
- During the inspection, inspectors reviewed a range of documentation including that in relation to safeguarding and information relating to the independent school standards. They looked at records of pupils' behaviour and attendance.
- The lead inspector checked the school premises.

The school's proposed change to the age range of pupils and to the maximum number of pupils

The school has applied to the Department for Education (DfE) to make a 'material change' to its registration. At the DfE's request, we checked whether the school is likely to meet the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education Act 2002.

- The outcome of this part of the inspection is: **the school is likely to meet the relevant independent school standards if the material change relating to the school provision is implemented.**

Inspection team

Elizabeth Stevens, lead inspector

Her Majesty's Inspector

Zarina Connolly

Ofsted Inspector

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