

# Inspection of Bnos Yisroel School Manchester

Leicester Road, Salford, Lancashire M7 4DA

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Inspection dates: 21 to 23 June 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

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?**

Bnos Yisroel is a happy and welcoming school. Pupils, staff, parents and carers are very proud to be part of the school community. Pupils know that they can ask their teachers for help and support whenever they need it. This ensures that pupils feel safe and cared for. The pupils spoken to were confident that if bullying should ever occur, leaders would be swift to sort it out.

Leaders set high expectations for pupils to achieve well, both academically and socially. Pupils, including those with special educational needs and/or disabilities (SEND), meet these expectations.

Pupils enjoy school. They describe their teachers as kind, caring and fun. At breaktimes, pupils have a lovely time playing and singing together. Pupils make sure that all are included and that no one feels left out.

Pupils value the many opportunities that leaders provide for them to develop socially. For example, pupils plan and lead school events such as drama productions. Pupils enjoy a wide range of clubs, such as singing, netball and baking. Through these activities, pupils develop their confidence and talents.

Pupils learn the importance of tolerance and respect for each other and other people. However, in line with the school's religious ethos, pupils do not learn about all of the protected characteristics.

## **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 well in developing their knowledge in a range of subjects. Leaders have given careful consideration to what they want pupils to achieve and the steps in learning needed to reach these goals.

Pupils build their learning in a well-ordered way. For example, leaders have thought carefully about how children's learning in the early years prepares them for key stage 1. The steps in learning that pupils make as they move from key stage 2 to key stage 3 are not as smooth. Leaders are considering ways to strengthen the links in the curriculum between these two key stages.

Leaders ensure that teachers at an early stage of their careers are supported in teaching the school's curriculum effectively. For example, in the early years, staff have regular meetings to plan activities which support children to develop their language development. Subject leaders in the secondary phase have regular meetings to develop teachers' expertise. In the primary school, subject leadership is less embedded. This means that new teachers have fewer opportunities to be supported by more experienced staff.

Across subjects and key stages, pupils learn well. For example, in mathematics, pupils draw on what they have learned previously to solve problems in different ways. In textiles, pupils make beautiful and intricate pieces of work which reflect their increasing expertise.

In lessons, teachers make careful checks on how well pupils are remembering their learning. They use this information to provide well-planned support for any pupils who fall behind.

Children's early reading development begins in the Nursery class. Here, staff ensure that children listen to and recognise sounds. Children in the early years enjoy reading books and stories with their teachers. From the Reception class, children begin to learn phonics in carefully planned steps. Leaders make sure that teachers are well trained in delivering the phonics curriculum. Pupils practise their early reading using reading books which are well matched to the sounds that they are learning. Pupils, including those with SEND, develop as confident and fluent readers. Across the school, pupils value reading and read for pleasure.

Leaders work closely with professionals, such as educational psychologists, along with parents, to ensure that pupils' additional needs are identified accurately. The school's SEND team has a range of experience and expertise to provide these pupils with the help that they need. The SEND team ensure that staff working with pupils have the right knowledge to provide effective support. Due to the determined efforts of staff, pupils with SEND access the curriculum alongside their peers. They are fully involved in all aspects of school life and achieve well.

Leaders have ensured that the school's behaviour policy is understood by all. Pupils strive to earn rewards for behaving well. In lessons, everyone gets on with their learning. Any misbehaviour is dealt with quickly and calmly by staff so there is minimal disruption to pupils' learning. Pupils move around the school in an orderly way. They are seldom late for lessons. Where pupils need additional support for their emotional or social needs, leaders provide a wide range of carefully planned and effective help.

Leaders support pupils to live out the school's religious ethos in their daily lives. Pupils develop as active, respectful and caring citizens. During the inspection, older pupils welcomed visitors with SEND to an exciting event that they had planned and organised. Both within school and in the community, pupils strive to help others. Pupils take on many leadership roles, helping with the organisation and running of the school.

Pupils benefit from detailed careers advice, starting at an early age. Leaders provide useful support to help pupils with their career aspirations. Almost all pupils move on to a range of seminaries and colleges of their choice.

Pupils learn about fundamental British values, such as democracy. They find out about different faiths and cultures. However, pupils do not learn about the full range

of protected characteristics or lesbian, gay, bisexual and transgender (LGBT+) relationships. This means that they are not fully prepared for life in modern Britain.

Leaders teach pupils about the importance of staying healthy. For example, pupils learn about healthy eating. Leaders focus strongly on supporting pupils' mental health and well-being. Pupils benefit from a wide range of pastoral support.

Staff have a very positive view of the school. Teachers value the regular mentoring and coaching that leaders provide. Staff feel well supported by leaders in terms of their well-being.

The proprietor keeps a careful oversight of the effectiveness of the school. For example, he checks that the school is a safe place for staff, pupils and visitors. The proprietor is in the process of establishing a new governing body for the school. This is to strengthen the challenge and support given to school leaders.

The proprietor 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 areas. For example, children in the early years love playing and exploring in the outdoor classroom areas.

The independent school standards for leadership and management are not met because leaders have not ensured that pupils learn about all of the protected characteristics. They do not find out about LGBT+ relationships. In other areas, leaders and governors fulfil their statutory duties. For example, they check risk assessments are compliant. They provide suitable space for pupils to play and engage in sports.

The proprietor and leaders have 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 on request.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure that staff have very regular safeguarding training. This ensures that staff are alert to possible signs of abuse and neglect. Leaders have made sure that the safeguarding policy is up to date and reflects the latest government guidance. This is available on request. When needed, leaders take swift action to ensure that pupils get the help that they need.

Leaders help pupils learn how to stay safe. Older pupils learn about online safety. They find out about the dangers that they may encounter in the wider world. Pupils understand what to do if the actions of others make them feel uncomfortable or unsafe.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- In some subject areas in the primary school, subject leadership is not fully developed. Where this is the case, leaders do not provide less experienced teachers with the same high-quality support and guidance as in other subjects. Leaders should ensure that they continue to develop subject leadership so that less experienced teachers benefit from high-quality support in delivering the subject curriculums effectively.
- The well-ordered steps that leaders have identified that pupils should make in their learning are less secure as pupils move from key stage 2 into key stage 3. Teachers are not fully secure in understanding what these steps are. Leaders should ensure that they consider how pupils should build their learning as they move from the primary into the secondary phase.
- Leaders are in the process of establishing a new governing body. This is at an early stage of development. Leaders should ensure that new governors have the training and expertise needed to hold senior leaders to account for the performance of the school.
- Pupils do not learn about all of the protected characteristics as set out in the Equalities Act 2010. They do not find out about LGBT+ relationships. As a result, pupils 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 and LGBT+ relationships.

## **How can I feed back my views?**

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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

<b>Unique reference number</b>	105996
<b>DfE registration number</b>	355/6011
<b>Local authority</b>	Salford
<b>Inspection number</b>	10203770
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	636
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Maurice Brunner
<b>Headteacher</b>	Raphael Spitzer
<b>Annual fees (day pupils)</b>	By donation only
<b>Telephone number</b>	0161 792 3896
<b>Website</b>	None
<b>Email address</b>	office@bnos.co.uk
<b>Date of previous inspection</b>	4 to 6 July and 18 September 2017

## Information about this school

- Bnos Yisroel is a Jewish school.
- Leaders do not use any alternative provision.
- A significant proportion of teaching staff are new to the school since the last full standard inspection.

## 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 the school leaders and have taken that into account in their evaluation of the school.

- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design, science and history. 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.
- Inspectors met with parents at the start and end of the school day. There were no responses to Ofsted's online questionnaires for staff, parents or 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.
- Leaders requested that inspectors did not ask certain questions about relationships and sex education, or ask questions about protected characteristics related to the lesbian, gay, bisexual or transgender community.

## Inspection team

Elizabeth Stevens, lead inspector

Her Majesty's Inspector

Lindy Griffiths

Ofsted Inspector

David Hampson

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[9];
- 2A(1) The standard in this paragraph is met if the proprietor-
  - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,

#### **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; and

#### **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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