

# Inspection of Beis Rochel Mcr Girls School Ltd

315–317 Great Clowes St, Salford M7 2FZ

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Inspection dates: 1 to 3 November 2022

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement
Does the school meet the independent school standards?	<b>Yes</b>

## **What is it like to attend this school?**

Pupils are happy at this school. The pupils who spoke with inspectors said that they feel safe in school. They are also taught how to keep themselves safe outside school. Pupils trust that their teachers will look after them if they are worried or sad. Although bullying and fallings out are rare, pupils are confident that staff will resolve any incidents effectively.

Pupils are polite and respectful. They behave well. Pupils and children in early years play cooperatively together. They welcome visitors politely. Pupils respond well to leaders' high expectations of their behaviour.

Leaders and teachers have equally high expectations of pupils' learning and achievement. For example, pupils, including children in early years, listen carefully to teachers. Pupils work hard. The curriculum is well designed. It supports pupils to remember more knowledge and information over time.

Leaders develop pupils' sense of community. Staff build strong relationships with pupils and their families. Pupils develop into confident young people. Leaders ensure that pupils are well prepared for their next steps in education. Pupils benefit from a wide range of educational trips and visits. These include trips in the local area and visits to museums.

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

Pupils and children in early years achieve well. Leaders ensure that pupils study a broad curriculum. Leaders' aspirations for what pupils will achieve are high. Leaders have set out clearly the important knowledge that will be taught in the curriculum and the order in which pupils will learn it. The curriculum is also well thought out for children in early years.

Teachers check how well pupils are learning in the different subjects. They use questioning effectively in lessons to check pupils' understanding. Teachers use this information well to challenge pupils' misconceptions and to plan future learning. They select appropriate resources to help pupils with their learning. Teachers make sure that pupils of all abilities can complete the work set successfully.

Despite these strengths, some teachers have not received subject-specific training in all subjects. This means that sometimes, these teachers do not address weaknesses in pupils' knowledge as effectively as they could. This is hindering some pupils' progress in a few subjects other than English and mathematics.

Pupils enjoy talking about their learning. They draw appropriate comparisons between their current and previous work. For example, pupils in Year 1 discussed how learning in geography about the countries and capitals of the United Kingdom helped them with their learning about the Gunpowder Plot.

Leaders have prioritised the teaching of early reading and phonics. They promote a love of reading. Children in Reception Year get off to a strong start in learning to read. Teachers quickly identify any children or pupils who are falling behind with their reading knowledge. They provide suitable support to help these children and pupils to catch up with their peers. Pupils in key stage 2 gain the knowledge and skills that they need in order to be proficient readers.

In mathematics, teachers, including in early years, provide opportunities for children and pupils to practise what they have learned. This helps pupils to recall and apply their knowledge rapidly and accurately. Across the school, pupils develop a secure understanding of mathematical concepts, such as place value. Pupils have regular opportunities to apply their calculation skills through reasoning and problem-solving.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Leaders provide effective support and training, so that staff can identify these pupils' additional needs with accuracy. Pupils with SEND benefit from effective support across the curriculum.

Leaders and staff encourage pupils to respect the views and beliefs of others. Pupils learn about different relationships and how to keep themselves fit and healthy. The proprietor has ensured that leaders have consulted with parents and carers about the school's relationships and sex education and the health education policy. They have implemented the statutory guidance in this policy.

Leaders have made sure that staff have the training and support needed to manage pupils' behaviour effectively. Pupils, and children in early years, behave well in lessons and around school. This means that lessons proceed without interruption.

Staff enjoy working at the school. They respect their leaders and appreciate that leaders are considerate of their workload and well-being.

Governors and the proprietor support and challenge leaders well to improve the quality of education for pupils. They have an accurate understanding of the strengths and weaknesses of the school. They have improved the school's effectiveness since the previous inspection. For example, they have prioritised the teaching of reading.

The school complies with schedule 10 of the Equality Act 2010 and the statutory requirements for the early years foundation stage.

Leaders ensure that the classrooms and resources are suitable for the activities that take place. They maintain the school building and grounds to a high standard.

The school meets the requirements of the Regulatory Reform (Fire Safety) Order 2005. Leaders have established suitable risk assessments for a range of activities. All the required policies are available to parents on request.

The proprietor has ensured that the independent school standards are securely and consistently met.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders provide staff with regular safeguarding training. This ensures that staff recognise the possible signs of abuse and know how to report any concerns. Staff report any concerns about pupils promptly. This ensures that pupils receive any help and support that they need quickly, including from external agencies.

Pupils said that they feel safe in school, and that they know what to do and whom to tell if they have a concern.

Leaders have completed safer recruitment training. They carry out the required checks to ensure that leaders, staff and volunteers are suitable to work with pupils.

Leaders have ensured that the school's safeguarding policy is available to parents on request. It reflects the latest government guidance.

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

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

- Some teachers are not secure in their subject knowledge in a few curriculum areas. As a result, the curriculum is not delivered as well as leaders intend. This slows pupils' learning. Leaders should make sure that all staff have the detailed subject knowledge to deliver the subject curriculums confidently and effectively for all pupils.

## **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.

## School details

<b>Unique reference number</b>	147272
<b>DfE registration number</b>	355/6013
<b>Local authority</b>	Salford
<b>Inspection number</b>	10243499
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	76
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Yoel Horowitz
<b>Chair</b>	Yoel Horowitz
<b>Headteacher</b>	Chava Lewis
<b>Annual fees (day pupils)</b>	Agreed with proprietor on admission
<b>Telephone number</b>	0161 660 1001
<b>Website</b>	None
<b>Email address</b>	admin@beisrochel.co.uk
<b>Date of previous inspection</b>	25 to 27 February 2020

## Information about this school

- The school's previous standard inspection took place from 24 to 27 February 2020.
- The school does not use alternative provision.
- Beis Rochel Mcr Girls School Ltd is an Orthodox Jewish faith school.
- The headteacher has been appointed since the previous 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 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 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 held meetings with the proprietor and governors. Inspectors also held meetings with other leaders, including those responsible for SEND.
- Inspectors carried out deep dives in early reading, mathematics, science and history. In these subjects, inspectors looked at the curriculum, visited lessons and met with staff to discuss pupils' learning. Inspectors reviewed curriculum information in other subjects and discussed this with leaders.
- Inspectors met with pupils to discuss their learning. Inspectors also spoke with pupils about behaviour and the opportunities for their wider personal development.
- Inspectors spoke with staff about their workload and well-being.
- Inspectors considered the free-text comments to Ofsted Parent View. There were no responses to Ofsted's staff or pupil surveys.
- Inspectors reviewed a wide range of safeguarding information. This included the school's safeguarding policy. They spoke to staff and pupils about safeguarding and looked at how pupils learn to keep themselves safe. The inspectors spoke to staff about the recording and reporting of any safeguarding concerns.
- Inspectors carried out a range of activities to check compliance with the independent school standards. For example, inspectors toured the school's premises, checked leaders' arrangements for first aid and reviewed the school's complaints policy.

## **Inspection team**

Simon Hunter, lead inspector

Ofsted Inspector

Tim Sherriff

Ofsted Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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