

# Inspection of Bnos Margulis Viznitz Girls' School

33 Northumberland Street, Manchester M7 4DQ

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Inspection dates: 13 to 15 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Early years provision	<b>Good</b>
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Overall effectiveness at previous inspection	Requires improvement
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Pupils enjoy coming to school. They are proud to be members of the Bnos Margulis Viznitz community. Pupils are happy. They form strong and caring bonds with each other and with staff.

Pupils told inspectors that the positive relationships that they forge with staff and their friends help them to feel safe. Pupils know that they can talk to any member of staff if they are concerned or anxious. Pupils understand that it is important to accept people's differences. Should bullying take place, leaders and staff deal with it swiftly and effectively.

Staff expect pupils to behave sensibly and to achieve highly. They also want pupils to become conscientious and active citizens. Pupils respond positively to these high expectations. They conduct themselves responsibly and learn well.

Pupils care about those who are less fortunate than themselves. For example, they regularly raise funds for different charitable causes. Pupils understand British values, including those of equality and the rule of law. They have a strong knowledge of different religions and faiths and respect various cultural traditions.

Pupils look forward to trips and visits to different places, such as museums, county manors and local parks. They regularly pursue their talents and interests, such as baking, art and music.

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

Leaders, the proprietor and governors have devised a broad and rich curriculum that engages and stimulates pupils' interests. In each subject, leaders have identified the knowledge and skills that they want pupils, and children in early years, to secure. Leaders' well-conceived and logically ordered curriculum helps to make certain that most pupils, including those with special educational needs and/or disabilities (SEND), achieve well across a range of subjects.

Most teachers have strong subject knowledge. Typically, they check to see how well pupils are learning the curriculum. In most subjects, teachers successfully identify and remedy pupils' misconceptions. However, in a few subjects, teachers' checks on pupils' learning are less effective. Consequently, these teachers do not have a clear enough understanding of what pupils know and remember. In these subjects, some pupils' knowledge and understanding of concepts are underdeveloped. These pupils are not fully prepared to move on to new learning.

Staff told inspectors that leaders are considerate of their workload and well-being. Most subject leaders benefit from subject-specific guidance that helps them to support teachers to deliver the curriculum well. Despite this, some subject leaders are still in the process of refining their expertise. As a result, the support that they

give to teachers is less effective. This sometimes hinders teachers in designing suitable learning for pupils.

Leaders place a high priority on reading, which they described as the passport to success in all areas of the curriculum. Staff encourage pupils to practise and improve their reading skills across the curriculum. Teachers make available a wide range of reading materials that reflect and broaden pupils' reading interests. Pupils read accurately and confidently, with strong comprehension. Pupils become familiar with the work of different poets and authors, including well-known children's writers.

Pupils, and children in early years, benefit from a carefully constructed early reading and phonics programme. Children in the Reception class thoroughly enjoy learning the phonics programme, which is delivered skilfully. The books that pupils read closely match the letters and sounds that they know. Consequently, most pupils quickly develop their reading fluency. Staff successfully support pupils who find reading more difficult to catch up with their peers.

Leaders identify pupils with SEND quickly. Leaders work closely with parents and carers and external organisations to ensure that pupils with SEND receive the support that they need promptly. For example, modified written materials and different therapies help pupils to access and engage in the same learning as their classmates.

A calm and purposeful environment pervades the school. Pupils, and children in early years, listen carefully in class and follow instructions closely. They move around the school with minimum fuss. Pupils also play together sensibly during breaks and lunchtimes. Their studiousness means that lessons are rarely affected by disruptive behaviour.

Pupils demonstrate their maturity and conscientiousness in different roles. For example, they take up different monitoring responsibilities in class and make sure that their peers move around the school sensibly. Reading buddies mentor younger pupils. Pupils told inspectors that they recently wrote letters to King Charles, which were presented to the staff at Buckingham Palace.

Pupils understand the importance of regular exercise. They enjoy playing different team games and sports in the school gymnasium and outdoor play area. Pupils also know how to eat healthily. They enjoy making refreshing snacks, such as smoothies and fruit kebabs. Pupils learn about appropriate relationships and the potential dangers of using the internet. They enthused about the extra-curricular opportunities available to them, including baking and music clubs.

The proprietor and governors have clear priorities to improve further the quality of education that pupils receive. They work effectively with leaders to maintain the premises and ensure that all the required health and safety measures are up to date.

Leaders, the proprietor and governors have the knowledge and experience required for their roles. They ensure that all the independent school standards (the standards) are met.

The proprietor has made sure that there is an accessibility strategy in place to comply with the statutory duties set out in the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders ensure a strong culture of safeguarding. Staff are trained well and fully understand their safeguarding responsibilities. All staff are familiar with the government's latest guidance on keeping pupils safe in education. In addition, leaders provide staff with regular updates regarding pupils' safety and welfare. Staff adhere closely to the school's safeguarding policies and procedures. They diligently record any concerns that they have about pupils and promptly report these to safeguarding leaders.

When necessary, leaders work with different external agencies to make sure that vulnerable pupils receive timely and appropriate support.

Pupils learn how to identify safe and unsafe situations. They learn about potential dangers and risks and how to avoid these.

Leaders provide the school's safeguarding policy to parents on request.

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

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

- In some subjects, teachers' checks on how well pupils are learning the curriculum are underdeveloped. Some teachers do not have sufficient oversight of how securely pupils are building their knowledge. Leaders should ensure that in these subjects, teachers are fully equipped to identify and address pupils' gaps in knowledge.
- In a few subjects, subject leaders are still developing the necessary expertise to support teachers to deliver the curriculum effectively. This means that, on occasion, some teachers are less sure about how to design learning that supports pupils to build their knowledge over time. Leaders should ensure that these subject leaders are trained well to support teachers to deliver the curriculum as intended.

## **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>	147366
<b>DfE registration number</b>	355/6014
<b>Local authority</b>	Salford
<b>Inspection number</b>	10267698
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	107
<b>Proprietor</b>	Yitschak Elisha Merlin
<b>Headteacher</b>	Rivka Jung
<b>Annual fees (day pupils)</b>	The school relies on voluntary contributions
<b>Telephone number</b>	0161 358 0220
<b>Website</b>	None
<b>Email address</b>	headoffice@bnosmargulis.co.uk
<b>Date of previous inspection</b>	29 June to 2 July 2021

## Information about this school

- The school was registered by the Department for Education on 9 October 2019. This was the school's second standard inspection. The previous standard inspection took place between 29 June and 2 July 2021.
- Leaders do not make use of alternative provision.
- The religious (kodesh) curriculum is taught in the morning in Hebrew and Yiddish. The secular (chol) curriculum is taught in the afternoon in English.
- The school is located at 33 Northumberland Street, Manchester M7 4DQ.

## 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher and deputy headteacher. They also held meetings with other leaders, including those responsible for SEND, early years provision, and pupils' behaviour and attendance and personal development.
- Inspectors spoke to safeguarding leaders about the reporting and recording of any safeguarding incidents. They also scrutinised safeguarding information, including the school's safeguarding policy. Inspectors talked with pupils about their safety and welfare. They examined a range of school policies and documents.
- The lead inspector met with the proprietor and the chair of the governing body. He held a telephone discussion with a representative of the local authority.
- Inspectors carried out deep dives in early reading, mathematics and history. For each deep dive, they discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors met with pupils to discuss their learning in some other subjects.
- The lead inspector observed pupils reading to school staff. He held a discussion with pupils that focused on reading.
- Inspectors spoke with staff about their workload and well-being.

- The lead inspector met with parents and reviewed the responses to Ofsted Parent View, including the free-text comments. He also considered responses to Ofsted's staff and pupil surveys.
- The lead inspector made a tour of the school premises to check leaders' compliance with the standards.

### **Inspection team**

Lenford White, lead inspector

Ofsted Inspector

Lindy Griffiths

Ofsted Inspector



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