

Inspection of Manchester Senior Girls School

138 Leicester Road, Salford M7 4GB

Inspection dates:

7 to 9 November 2023

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Good

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils feel proud to attend Manchester Senior Girls School. They know that the school has high expectations for their achievement. Pupils give their best efforts, attend regularly and live up to leaders' and staff's ambitions for them. Pupils have a thirst for learning. Consequently, pupils achieve well.

Pupils are highly respectful. They take responsibility for their behaviour and think about the impact of their actions on others. Pupils want everyone to feel part of the school community. They look out for each other, showing regular acts of kindness. Pupils have a clear understanding of leaders' expectations for behaviour and conduct. They are polite and always consider how they can make a positive difference to someone else.

The school does not ensure that pupils are sufficiently well prepared for life in modern Britain. The school does not teach pupils about all of the protected characteristics as set out in the Equality Act 2010. This means that pupils leave the school without some of the essential knowledge that they need to understand and value the different characteristics that make people unique.

Pupils said that there are many trusted adults in school who they can share their worries with. Strong relationships between pupils and staff feature throughout the school. This helps pupils to feel safe.

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

The school sets out the essential knowledge that it wants pupils to learn in most subjects. Pupils acquire a deep body of subject knowledge. This is because the school ensures that new learning builds on what pupils already know. As a result, pupils achieve the qualifications that they need for the next stage of their education.

The school's knowledgeable subject leaders provide expert guidance to teachers. This helps these teachers to deliver the curriculum as intended across a wide range of subjects. Teachers explain new concepts clearly. They think of interesting ways for pupils to apply their new knowledge. Teachers review pupils' learning frequently to identify and address any gaps or misconceptions that they may have. Teachers revisit previous topics routinely. As a result, pupils remember their learning over time.

The school uses effective assessment systems to identify and understand any additional needs that pupils may have when they join the school. The school continues to carry out these checks throughout pupils' school journey. Teachers use this information to plan learning that meets pupils' needs and allocate any extra support to pupils who need it. This ensures that pupils with special educational needs and/or disabilities (SEND) are able to access the curriculum alongside their peers. The school keeps a close eye on the provision for pupils with SEND to ensure

that the support that these pupils receive is effective and helps them to develop confidence and independence.

Pupils have positive attitudes to their learning. They listen attentively to their teachers and work hard to complete the tasks set. Lessons proceed without interruption.

The school keeps a sharp focus on how well pupils learn to read. Pupils understand the importance of regular reading. Pupils who fall behind with their reading receive the additional help that they need to catch up with their peers.

Pupils benefit from a range of experiences that develop their resilience and self-esteem. This includes outdoor and adventurous activities, trips to places of interest and visitors into school. Pupils receive useful information about future careers. They are well supported to devise plans to help them to achieve their goals. However, the school's overall offer for pupils' personal, social, health and economic (PSHE) education is not well considered. This curriculum does not provide pupils with all of the important knowledge that they need. The school has not made sure that the curriculum for relationships and sex education (RSE) includes all of the required content as set out in the statutory guidance. Therefore, pupils do not have some of the information that they need to be able to make safe and informed choices about healthy relationships. They are not prepared well enough for life in modern Britain and their next steps.

Pupils are taught to show respect to everyone. Nevertheless, the school has not ensured that it has due regard for all of the protected characteristics set out in the Equality Act 2010. Pupils do not learn about the different protected characteristics, such as sexual orientation and gender reassignment.

Staff feel well supported in their roles. The school provides sufficient time for staff to embed new ways of working. The school actively seeks out and listens to staff views. As a result, staff feel appreciated and respond positively to guidance.

The proprietor body supports and challenges leaders to improve the quality of education provided by the school. However, it has not ensured that all the independent school standards ('the standards') are met. The proprietor body does not fulfil its statutory responsibilities with regard to the provision of RSE and the teaching of the protected characteristics as set out in the Equality Act 2010.

The school's accessibility plan complies with the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- The proprietor body has not promoted pupils' understanding of all the protected characteristics effectively. Pupils do not gain a sufficient awareness of and respect for the diverse range of people in modern Britain. The proprietor body must ensure that pupils gain an age-appropriate knowledge and understanding of the protected characteristics as set out in the Equality Act 2010.
- The proprietor body has not ensured that the school provides a suitable RSE programme. Pupils do not have the information that they need to make safe, informed and healthy choices. The proprietor body must ensure that the school provides a suitable RSE programme that meets the requirements of the statutory guidance.
- The school's PSHE education curriculum is not coherently planned or structured. Pupils' understanding of some topics is not as secure as it should be. The school should ensure that the PSHE education curriculum is constructed and delivered effectively so that pupils build their knowledge progressively and are well prepared to take their place in modern Britain.

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

Unique reference number	141968
DfE registration number	355/6002
Local authority	Salford
Inspection number	10286443
Type of school	Other independent school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	156
Proprietor	Manchester Senior Girls School
Chair	David Leaman
Headteacher	Charles Bernstein
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 222 7997
Website	None
Email address	office@bchighschool.org.uk
Dates of previous inspection	12 to 14 March 2019

Information about this school

- The school's previous standard inspection took place between 12 to 14 March 2019.
- Manchester Senior Girls School is an orthodox Jewish faith school. In the local community, this school is known as Beis Chinuch High School.
- The proprietor body is Manchester Senior Girls School. This is registered with Companies House. The chair of the proprietor body is David Leaman. There are two trustees. The school also has a governing body. Benny Stone is the chair.
- The school operates from premises in 138 Leicester Road, Salford M7 4GB.
- This school is registered with the DfE for 120 pupils. There are currently 156 pupils on roll. The school has exceeded the maximum number of pupils allowed. During the inspection, the proprietor applied to the DfE for a material change to increase the capacity of the school to 160 pupils.
- The school does not use any 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 has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 and have taken that into account in their evaluation.
- Inspectors met with the headteacher, the curriculum leader, the chair of the proprietor body and some subject leaders.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, PSHE education, and art and design. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- An inspector carried out a tour of the premises.

- Inspectors reviewed a range of documentation to check the school's compliance with the standards.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses.
- Inspectors considered the responses to Ofsted's online survey for staff.
- Inspectors spoke with pupils to gather their views of the school. They also considered responses to Ofsted's online survey for pupils.
- School leaders requested that inspectors did not ask questions of pupils about sex education and the protected characteristics.

Information about the material change inspection

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

The school has applied to the DfE to make a 'material change' to its registration. At the DfE's request, inspectors checked whether the school meets the 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 meets the relevant independent school standards relevant to the material change. The material change has already been implemented.**

There is sufficient and suitable teaching and recreation space available for the increased number of pupils. The school has recruited additional staff to ensure that there is adequate capacity to deliver the curriculum and for the supervision of pupils.

Inspection team

Jane Dennis, lead inspector

His Majesty's Inspector

Sanjay Patel

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.
- 2A(1) The standard in this paragraph is met if the proprietor;
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 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.

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; and
 - 34(1)(c) actively promote the well-being of pupils.

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