

Inspection of Beis Malka Girls school

399-401 Bury New Road, Salford M7 2BT

Inspection dates: 25 to 27 June 2024

Overall effectiveness

Requires improvement

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

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils enjoy coming to school. Children in the early years are eager to explore the exciting activities that adults provide for them each day. Older pupils look forward to breaktimes when they play games with their friends, or just chat quietly if they prefer. Pupils of all ages trust that the adults at school will take care of them. They see their school as a safe and happy place.

The school has high expectations for pupils' achievement. Pupils typically live up to these expectations, including those pupils with special educational needs and/or disabilities (SEND). Pupils apply themselves well to their learning. They listen respectfully to teachers and work hard in lessons. By the time that they reach the end of Year 11, many pupils achieve well in a range of GCSEs.

There are clear rules and routines for pupils to follow. For example, pupils know that they should walk sensibly in the school's corridors and on staircases. They show courtesy to staff, to visitors and to each other. In the early years, children learn that when the special bell rings, it is time to stop playing and to listen to their teacher. The school is a calm and orderly place in which to learn.

Through the curriculum, pupils learn to recognise and to value similarities and differences between people, such as disability, race or family structure. However, the school does not fulfil its duty to inform pupils of secondary-school age about all of the protected characteristics. As a result, pupils' understanding of difference is more limited than it should be.

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

The school provides pupils with an ambitious curriculum that spans a suitably broad range of subjects. Due consideration has been given to the key knowledge that pupils should learn in each subject by the time that they leave the school. This knowledge has been broken down further into smaller, well-ordered steps. Pupils learn these steps in a logical order from the early years to Year 11. This ensures that pupils build new learning securely on what they already know and can do.

Almost all pupils come from homes where English is an additional language. The school supports these pupils effectively to develop strong reading, writing and communication skills in English. For example, in the early years, staff are adept at supporting children to learn new words and phrases in English while continuing to develop an understanding of their home language. This effective support helps pupils, including those with SEND, to learn the Chol (secular) curriculum successfully. The majority of pupils achieve well in the subjects that they study.

In lessons, staff check regularly that pupils understand new knowledge. Staff identify and address any misconceptions swiftly and effectively. Since the last inspection, the school has further refined the way that it uses information from assessments. For example, to identify any missing knowledge that pupils may have.

The school uses this information well to make further improvements to the curriculum, where necessary.

In most subjects, the school carries out a range of checks to make sure that the curriculum is delivered as intended. This enables the school to provide staff with support to adjust or improve their teaching should this be necessary. In a small number of subjects, this aspect of the school's work is at an early stage of development. This makes it more difficult to identify whether any staff may need further guidance to enable them to teach the curriculum well in these subjects.

The school has placed reading at the heart of its curriculum. Children in the Nursery classes enjoy a range of stories, songs and rhymes. This prepares them for the phonics programme, which starts in the Reception Year. Children quickly learn how to break down and build up the sounds in words in order to read them. As they move into Year 1, pupils continue to develop and practise their phonics knowledge. They apply this knowledge competently in their reading and writing.

Pupils of all ages are encouraged to read widely and often. They enjoy the rewards that they receive for reading regularly. Pupils' strong reading knowledge enables them to read new and unfamiliar vocabulary in other subjects. This contributes to their ability to learn the curriculum effectively.

The school quickly identifies any pupils who may have SEND. Careful adaptations to teaching, where necessary, help to ensure that these pupils benefit from the school's strong curriculum. The school works effectively with parents and carers and other professionals to understand and meet these pupils' needs. It secures extra support for pupils if it is required. Pupils with SEND typically achieve well from their individual starting points.

The school expects pupils to develop good attendance habits. The vast majority of pupils attend school regularly and arrive punctually for their lessons. Pupils develop positive attitudes to learning. They focus well and do not disturb others by chatting in lessons. This helps everyone to get on with their work.

Since the last inspection, the school has improved the careers advice and guidance that it provides for older pupils. A carefully structured programme provides pupils with information about the options and opportunities available to them for future work and study.

Pupils benefit from a range of activities to support their personal development. There are opportunities to take part in drama and musical performances, sports, craft and cookery activities. School trips help to bring pupils' learning to life. For example, they learn about the rule of law when they visit the magistrates' court and democracy during their trip to the Houses of Parliament.

Through the Kodesh (religious) and Chol curriculums, pupils learn to take account of the needs and feelings of others. Pupils learn how to build positive friendships and how to care for their own mental health. Pupils are taught how to use computers

safely. They develop an awareness of other cultures and faiths through stories and celebrations. These experiences help pupils to prepare for life beyond school. However, the proprietor has not ensured that older pupils learn all that they should about the protected characteristics set out in the Equality Act 2010 in order to be fully ready for life in British society.

The school has developed a suitable policy that explains how staff should teach relationships and sex education (RSE). This policy has been developed in consultation with parents. The programme provides for pupils to learn about sensitive aspects in ways that are appropriate. The proprietor ensures that parents are aware of their right to wholly or partly withdraw their children from sex education provided as part of RSE.

The proprietor holds leaders to account for the quality of education that pupils receive. The school meets the independent school standards and statutory requirements, other than in relation to the teaching of the protected characteristics. The proprietor also ensures that there are regular checks on fire safety. The school has carried out a range of risk assessments and has taken appropriate actions to reduce the risks identified. Pupils have a suitable space for physical education and for outdoor play.

The proprietor and leaders have due regard for the workload of staff when they make decisions about the school. Staff appreciate the concern that leaders show for their well-being.

The proprietor has ensured that the school complies with schedule 10 of the Equality Act 2010 by developing an accessibility plan.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- In a small number of subjects, the school does not routinely check that the curriculum is implemented as intended in each class. This makes it difficult to identify whether staff may need extra support to enable them to deliver the curriculum effectively. The school should ensure that in all subjects, the intended curriculum is taught consistently well.
- Pupils do not learn about all of the protected characteristics as set out in the Equality Act 2010. This means that they are not fully prepared for life in British society. The proprietor must ensure that the school complies with its statutory duty to teach pupils about the full range of protected characteristics.

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	136117
DfE registration number	355/6006
Local authority	Salford
Inspection number	10322497
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 16
Gender of pupils	Girls
Number of pupils on the school roll	309
Number of part-time pupils	0
Proprietor	Yitzi Isaac Luftig
Headteacher	Frieda Lampin
Annual fees (day pupils)	Voluntary contributions
Telephone number	0161 792 2323
Website	None
Email address	mrs.lampin@beismalka.co.uk
Date of previous inspection	10 to 12 May 2022

Information about this school

- Beis Malka Girls School is an orthodox Jewish faith school. It operates from premises at 399-401 Bury New Road, Salford M7 2BT.
- The school's previous standard inspection took place from 10 to 12 May 2022.
- The school received a progress monitoring inspection on 31 October 2022.
- The school is registered to admit up to 328 pupils.
- The proprietor runs a holiday club during school holidays.
- The school offers provision for two-year olds. This provision is registered separately with Ofsted and was not the subject of this inspection.
- The school does not make use of 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.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other senior leaders of the school. The lead inspector also met with the proprietor.
- Inspectors carried out deep dives in these subjects: English, including a focus on early reading, mathematics and history. For each deep dive, inspectors held discussions with leaders about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. The lead inspector also listened to some pupils reading to a familiar adult.
- The inspectors also looked at curriculum plans and spoke to leaders about pupils' learning in some other subjects.
- 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.

- The lead inspector made a tour of the school. Inspectors also reviewed documentation to check the school's compliance with the standards.
- There were no responses to Ofsted Parent View. The inspectors talked to a few parents at the start of the school day. They also spoke with some pupils about school life.
- There were no responses to Ofsted's staff survey. The inspectors spoke with staff to discuss the school's support for their workload and well-being.
- Leaders requested that inspectors did not ask certain questions about relationships and sex education, to provide any information about other religions, or to ask questions about protected characteristics related to the lesbian, gay, bisexual or transgender community.

Inspection team

Mavis Smith, lead inspector

His Majesty's Inspector

Lindy Griffiths

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.

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

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