

Beis Trana Girls' School

186 Upper Clapton Road, London E5 9DH

Inspection dates 25–27 June 2014

Overall effectiveness	Inadequate	4
Achievement of pupils	Inadequate	4
Quality of teaching	Requires improvement	3
Behaviour and safety of pupils	Good	2
Leadership and management	Inadequate	4

Summary of key findings

This school is inadequate because

- It is not fulfilling the requirements of the Early Years Foundation Stage. These young pupils do not learn English and so they are not well enough prepared for Key Stage 1.
- Pupils do not make consistently good progress throughout the school. Teachers do not always have high enough expectations of how much progress pupils can make, particularly the most able.
- The range of qualifications students take does not prepare them fully for their next stage of education or future life.
- Leadership and management are inadequate. Failures concerning overcrowded accommodation and the Early Years Foundation Stage which were identified in previous inspections have not been rectified.
- All leaders do not work together to identify the school's strengths and areas for development. They have not ensured that teaching and achievement have improved enough to be good in all areas of the school. Plans for improvement are ineffective.

The school has the following strengths

- Pupils learn well in their Kodesh (religious) studies.
- Pupils' behaviour is good. Pupils are extremely considerate of each other. They are polite and courteous to staff, visitors and each other.
- Pupils say that they feel safe in the school and their parents agree.
- Pupils' spiritual, moral, social and cultural development is good. Pupils are taught to distinguish right from wrong and learn to respect other cultures.
- Pupils contribute to their local area by visiting old peoples' homes and taking part in recycling drives.

Compliance with regulatory requirements

- The school requires improvement and must take action to meet schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements. The details are listed in the full report.

Information about this inspection

- The inspection team observed 29 lessons or part lessons, 11 of these took place jointly with the headteachers.
- Meetings were held with the headteachers, staff with responsibility for subject areas, the proprietor and two other governors.
- Inspectors talked to two groups of pupils in meetings and others informally around the school or in lessons.
- Inspectors looked at records of how well pupils are doing and the work they have completed in their books.
- There were not enough responses on the online Parent View survey for these to be seen. The responses to the school's parent questionnaires and 31 staff questionnaires were reviewed.
- Inspectors looked at a range of documentation including policies, behaviour records, attendance information and safeguarding documentation.

Inspection team

Susan Williams, Lead inspector	Additional Inspector
Nathaniel Lieberman	Additional Inspector
Kanwaljit Singh	Additional Inspector

Full report

Information about this school

- Beis Trana is an independent Jewish day school for girls aged from three to 16 years of age from Charedi (ultra-orthodox) Jewish families.
- The school abides by the expectations of the Rabbinate of the Union of Orthodox Hebrew Congregations, which means that there is no access to television, the internet and certain curriculum-related subject matter.
- The main language spoken at home by pupils is Yiddish.
- Kodesh (religious studies) is taught in the mornings in Yiddish and Chol (the secular curriculum) is taught in the afternoons in English.
- In the Early Years Foundation Stage only Yiddish is taught.
- There are 279 pupils on roll, with 59 in the Early Years Foundation Stage and 130 in the primary and 90 in the secondary parts of the school. Of the children in the Early Years Foundation Stage, 33 receive funding.
- Three pupils have a statement of special educational needs.
- There are five headteachers, each responsible for one area of the school's work. The primary and secondary headteachers responsible for the Chol curriculum areas took up their posts in September 2013.
- The school was last inspected in January 2011 and had two subsequent monitoring visits.

What does the school need to do to improve further?

- Raise pupils' achievement by ensuring that:
 - children are taught English in the Early Years Foundation Stage so that they can develop communication and language skills and linking sounds to letters in learning to read and write in English
 - teachers have higher expectations of the progress pupils can make, particularly the most able
 - the best practice in teaching in the school is shared effectively so that pupils can make good progress in all areas of the school.
- Improve the effectiveness of leadership and management by:
 - ensuring all leaders work together to identify the school's strengths and areas for development
 - developing plans for improvement with clear priorities and measurable outcomes that can be checked by governors
 - broadening the range of qualifications taken by students so they are better prepared for the next stage of their education and future lives
 - ensuring the school meets all the independent school standards and the requirements of the Early Years Foundation Stage.

An external review of governance is highly recommended to be undertaken in order to assess how this aspect of leadership and governance may be improved.

The school must meet the following independent school standards.

- Ensure there is a curriculum policy that covers all requirements including for the Early Years Foundation Stage (Paragraph 2(1)) and children are taught English (Paragraph 2(2) (ga)).

- Ensure the curriculum meets the statutory requirements of the Early Years Foundation Stage Framework March 2014 (1.1, 1.2, 1.4, 1.5, 1.6) with regard to the early learning goals for communication, language and literacy, and providing opportunities for children to develop speaking and listening skills in English which will prepare them appropriately for Key Stage 1.
- Reduce overcrowding in classrooms in order that the school's accommodation and facilities are maintained to ensure the health, safety and welfare of pupils (Paragraph 23C).
- Ensure that an annual account of income received and expenditure incurred for pupils who are wholly or partly funded by the local authority is available (Paragraph 24(1) (h)).

Inspection judgements

Achievement of pupils

Inadequate

- The achievement of pupils in the Early Years Foundation Stage is inadequate because they are not taught English. Children do not sufficiently develop the skills which link letters to sounds to further their early reading and writing skills in English. Consequently, they are not appropriately prepared for entry to Key Stage 1.
- Teachers' expectations for how much pupils can learn are not always high enough, especially for the most able pupils, who in consequence do not achieve as well as they might.
- There are too few accredited courses in Key Stage 4. In the Chol curriculum, students in Key Stage 4 learn a wide range of subjects but only take GCSEs in mathematics and geography. Most pupils achieved a GCSE pass at grades A* to C in these two subjects in 2013 and the school expects similar outcomes this year. However, the poor range of qualifications does not prepare pupils fully for their next stage of education or future life.
- Good progress is made in the Chol curriculum in Key Stage 1. Pupils quickly catch up with their reading and writing skills, with most pupils reaching the nationally expected level by the end of Year 2. When pupils read, teachers ask pupils questions about the text to check their understanding. This helps them develop their reading skills well. A wide range of writing activities provides pupils with opportunities to develop their writing skills. In mathematics, pupils present their work neatly and work through a range of mathematical concepts developing their skills. The good progress in Key Stage 1 is not consistent across the school.
- Learning is stronger in the Kodesh curriculum throughout the school. In Key Stages 1 and 2, pupils learn Tefilla (prayers), Kriah (Hebrew reading), Chumash (Bible), writing and general knowledge. These skills are supplemented by Biblical Hebrew from Year 4 and a study of Nach (Prophets) and Halocho (Jewish Law) from Year 5.
- In the senior section these topics are expanded upon and students gain a good understanding of the Bible and commentaries on its books, showing an ability to decipher and comprehend these by themselves.
- Pupils in Years 1 to 11 are fluent in both English and Yiddish, and older students are proficient in Biblical Hebrew. The school participates in the inter-school Mesila examinations, which are externally set and marked. These examinations are at a similar level to GCSEs in the Kodesh subjects. The school is often the highest in its group of schools in all four of the topics examined.
- Disabled pupils and those who have special educational needs make similar progress to others in the school. The school works closely with local agencies to check the progress of the pupils who require the most support, including those with a statement of special educational needs, to ensure that it is effective.

Quality of teaching

Requires improvement

- Teaching requires improvement as expectations are not always high enough for pupils, including the most able, to make the best progress. Children in the Early Years Foundation Stage are not taught to read and write in English, so this limits their ability to reach the expected standard for entry into Key Stage 1. The best practice in teaching is not shared more widely in the school so that teaching is good in all areas.
- Where expectations are high, for example in Year 2, pupils make rapid gains in their learning and do well in both literacy and numeracy. However, this is not consistent across the school.
- Teachers mark pupils' work regularly and pupils take regular tests so teachers and senior staff can check on their progress.
- Teaching in the Kodesh curriculum is solid. Teachers know the subject matter very well and enthuse pupils. Pupils are taught skills from an early age. In Year 2 they are able to recognise and recall roots of words and apply them in unfamiliar settings. In Year 8 they are able to

translate unfamiliar texts from prayer books.

- Teaching has improved in the Early Years Foundation Stage. Children in Reception enjoy the variety of activities available for them, including making beaded tapestry, playing in water and a role play kitchen centre. Children were purposeful and worked well with each other in their learning.
- Teaching assistants work effectively with teachers to support pupils who need additional help. The school checks the progress of these pupils carefully to make sure that the help provided makes a difference.
- Relationships between teachers and pupils are consistently strong in all classes. Pupils respond to directions quickly and are supportive of each other in lessons.
- Pupils and parents are equally positive about teaching in the school. Pupils say that their teachers are very helpful to them and they appreciate this.

Behaviour and safety of pupils

Good

- The behaviour of pupils is good. Pupils behave well around the school. They are extremely respectful towards each other and cope admirably in rather cramped conditions. Behaviour in the range of classes is good.
- Pupils routinely stand up to welcome visitors into their room. They are polite and welcoming around the school saying 'good morning' or 'good afternoon' and hold open doors.
- Pupils' attitudes support their progress, particularly in their Kodesh studies. Pupils are taught right from wrong and almost all Kodesh lessons support pupils' spiritual, moral, social and cultural development.
- Pupils listen attentively in class, think hard about teachers' questions and discuss work enthusiastically with each other. Pupils listen carefully to other pupils' views in lessons. They respond well to teachers and are keen to learn.
- Pupils are taught about respect and tolerance of different cultures. They have a good knowledge of British institutions and recently took part in mock elections in school. They contribute to their locality with a chessed (kindness) programme. This includes visits to local old people in homes and sheltered accommodation, as well as recycling in the local area.
- The school is extremely effective in fostering good relations, ensuring equality of opportunity and that there is no discrimination.
- There are few incidents of poor behaviour and a clear policy followed by all staff. All pupils thought that behaviour was good and they had no concerns with bullying. Parents responding to the parent questionnaire all agreed with these views.
- The school's work to keep pupils safe and secure is good. All pupils said that they feel safe in the school and parents responding to the questionnaire agree. Pupils say that their teachers are very helpful and supportive and would help them if they had a problem. All safeguarding procedures are in place and fully implemented.
- Pupils take on responsibilities throughout the school which develop their sense of responsibility for others and self-confidence. For example, one pupil is given the responsibility each week to make sure that their room is kept tidy and older students check on this activity and decide if this is the case.
- Pupils learn about keeping safe from risk with, for example, visits from the fire and rescue service and when crossing the road. Pupils receive clear briefings before school trips so they know how to keep safe outside of school.
- The school has improved its welfare arrangements for children in the Early Years Foundation Stage and these now meet requirements.
- Pupils are punctual to school and their lessons and attend regularly.

Leadership and management**Inadequate**

- Leadership and management are inadequate. The proprietor and governors have not ensured that all of the independent school standards and the requirements of the Early Years Foundation Stage are met. Failures concerning overcrowded accommodation and the lack of English teaching in the Early Years Foundation Stage, which were identified in previous inspections, have not been rectified. The classrooms are not all of a suitable size for the number of pupils who are taught in them. Accounts are not provided to the local authority for the pupils they fund.
- The leaders do not all work together well enough to identify the school's strengths and areas for development. There are no plans for improvement with clear priorities with measurable outcomes that can be checked by governors.
- The performance of staff is managed appropriately by leaders, for example with regular lesson observations and then guidance for improvement. Staff responding to the questionnaires were positive about the support they receive.
- In addition to the five headteachers, those staff who are responsible for particular areas are developing their leadership skills, particularly in subject areas in the secondary phase.
- The school works well with its parents and all parents responding to the questionnaire were extremely positive about the school.
- The Chol curriculum gives priority to the teaching of literacy and numeracy along with other subjects including geography, science and physical education. History, citizenship, textiles and business studies are also taught in the secondary phase. However, the curriculum in Key Stage 4 requires improvement to extend the range of qualifications taken by Year 11 pupils. Current arrangements do not prepare them well for the next stage of education and their future life.
- The Kodesh curriculum develops pupils' skills and understanding in reading Hebrew, the translation of texts, understanding prayers, Jewish law and the Bible. Between these two curriculum areas all the required areas of learning are covered.
- Pupils' spiritual, moral, social and cultural development is a strength of the school. Pupils pray regularly and have opportunities to discuss and reflect on issues together during circle time. They are taught respect for all cultures and religions through their Kodesh lessons. The school has recently introduced an increasingly effective scheme to teach pupils the importance of speaking correctly in different situations.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.ofsted.gov.uk/resources/140053.

School details

Unique reference number	131342
Inspection number	442962
DfE registration number	204/6400

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Day school for Charedi Jewish girls
School status	Independent school
Age range of pupils	3–16 years
Gender of pupils	Girls
Number of pupils on the school roll	279
Number of part time pupils	0
Proprietor	Mr Konig
Chair	Mr Rubin
Headteacher	Mrs Hirsh, Mrs Schneck, Mrs Kuflik, Mrs Hager, Mrs Smaya
Date of previous school inspection	11–12 January 2011
Annual fees (day pupils)	No fees charged
Telephone number	020 8815 8000
Email address	seniors@beistranaschool.co.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

