

Beis Aharon School

83–95 Bethune Road, London N16 5ED

Inspection dates

2 March 2017

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(a), 2(2)(f) and 2(2)(h)

- At the time of the last inspection in September 2016, leaders were not making effective arrangements for the secular curriculum that enabled pupils to develop their learning across the required range of subjects and in sufficient depth. Pupils did not have sufficient opportunities to develop their understanding of different religions and faiths in detail.
- Leaders have introduced some improvements to the curriculum. For example, teachers use new reading resources that encourage pupils in Years 1 and 2 to develop their knowledge of phonics in English. Work in pupils' books shows that pupils in Year 4 have completed activities in science including investigating where metals come from and exploring the development of the London underground. However, the secular curriculum continues to lack depth, and does not provide pupils with sufficient experience across the required range of subjects. The curriculum does not ensure that pupils make good progress and are well prepared for their future lives.
- Although curriculum plans suggest that pupils in Years 1 to 6 learn science, the oldest pupils are not currently taught science. Pupils do not have technological learning experiences. The range of sports and skills that pupils develop through physical education remains restricted. Curriculum activities in the early years provision do not develop children's communication and language skills in English.
- The requirements for these paragraphs remain unmet.

Paragraph 2(1), 2(1)(b), 2(1)(b)(ii), 2(2), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h) and 2(2)(i)

- At the time of the last inspection in September 2016, the school had recently introduced a new scheme of work to support the school's policy for personal, social, health and economic (PSHE) education. However, additional activities to expand the range of pupils' experiences were infrequent and limited in scope. Pupils were not helped to obtain a broad view of life in wider British society. Senior leaders precluded the teaching of certain protected characteristics of people defined in the Equality Act 2010.
- This inspection found that senior leaders and governors continue to maintain that certain

protected characteristics of people are not referred to or considered during PSHE sessions, or in other lessons. They continue to hold the view that this would be considered unacceptable by the community that the school serves. Pupils do not have sufficient experiences that help them to prepare for their future lives in British society. The PSHE curriculum does not make sure that pupils are taught about safeguarding and how to keep themselves safe in a variety of situations.

- The requirements for these paragraphs remain unmet.

Paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)

- At the time of the previous inspection in September 2016, the school's approach to careers education for secondary age pupils was not sufficiently coherent and extensive to meet the requirements of the standards.
- This inspection found that the independent advice and guidance made available to pupils receiving secondary education remains too narrow and limited. The school's careers written policy is not specific to the school and makes reference to careers guidance for pupils that are older than the oldest pupils at this school. As a result, pupils are not encouraged to make informed choices about their future career options and to fulfil their potential. Leaders provided no other evidence to show that pupils have access to up-to-date careers guidance that is presented in an objective manner.
- The requirements for these paragraphs remain unmet.

Paragraphs 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g) and 4

- The last inspection found that the range of themes and skills taught was too restricted, and that the teaching of English in early years was very limited. Work was not well matched to the range of pupils' abilities.
- Leaders have measured pupils' performance against national standards in order to understand pupils' starting points better than in the past. In the early years, leaders measure children's progress towards the early learning goals. As a result of these improvements, the paragraph regarding the evaluation of pupils' performance against national norms is now met.
- Other standards related to teaching continue to be unmet. Leaders have started to use the information from initial assessments to identify pupils who need additional support to help them catch up. Some teachers are beginning to encourage most-able pupils to complete demanding tasks. This is at an early stage and inconsistencies remain. Pupils' work shows that the information from assessments is not used routinely to plan activities for pupils of different abilities. Work in pupils' books suggests that the range of skills pupils learn is still too restricted to ensure that pupils make progress. Teachers' subject knowledge does not ensure that pupils build key skills securely. Apart from in English and mathematics, planned activities seldom provide opportunities for pupils to complete written work. In English, pupils' progress in building essential writing skills is limited, because pupils rarely write extended texts and do not use a variety of genres.
- Leaders have purchased reading resources to support pupils' early reading skills and knowledge of phonics when they start in Year 1. However, the oldest pupils are not encouraged to read independently and choose texts that develop their English reading

skills, build vocabulary and develop their reading independence. Teaching and the curriculum do not prepare pupils effectively for life in British society.

- The requirements for most of these paragraphs remain unmet.
- The school does not meet all the requirements for this part.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi) and 5(b)(vii)

- At the time of the last inspection, pupils' social and cultural development was shallow, and their understanding of faiths other than their own was very limited. At that time, pupils' understanding of the wider community was restricted by the choices leaders make about the breadth of the curriculum.
- This inspection found that pupils' social and cultural awareness and their knowledge of different faiths, beliefs and cultures are undeveloped. In discussions, pupils confused basic details about different faiths that revealed a considerable lack of depth in their understanding of beliefs other than their own. Pupils demonstrate a general lack of awareness of the way other people choose to live their lives, including those with protected characteristics.
- Pupils' knowledge of British institutions remains very superficial. Pupils struggled to name the current Prime Minister, or to demonstrate general knowledge of public institutions and services. Leaders have started monthly assemblies where pupils are introduced to concepts including aspects of British values and citizenship. However, these activities do not take place frequently enough and are not routinely followed up to make sure that pupils develop a deep and detailed knowledge.
- The requirements for this paragraph remain unmet.
- The school does not meet all the requirements for this part.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a) and 7(b)

- The previous inspection found that the safeguarding policy was not sharply tailored to the school's context to be a useful tool to help staff safeguard the welfare of pupils. Pupils' awareness of how to keep themselves safe from harm was not developed through the planned curriculum.
- This inspection found that the school's safeguarding policy has been updated to reflect current guidance. It covers a wide range of useful safeguarding information for staff. The school does not have a website and makes the safeguarding policy, along with all the other required policies available to parents and carers on request.
- However, pupils' knowledge of how to keep themselves safe from harm remains too limited. Pupils were able to talk about what to do should the fire alarm sound, but their understanding of how to avoid risks lacks breadth. Pupils are not taught about safeguarding as part of a broad and balanced curriculum in line with the Secretary of State's current guidance. Pupils were unable to explain what constitutes bullying and what does not. The school's documentation suggests that in forthcoming assemblies,

leaders plan to discuss cyber bullying and travelling on public transport, but this has not taken place.

- The requirements for this paragraph remain unmet.

Paragraph 10

- At the time of the previous inspection, the anti-bullying strategy was not sufficiently broad to be effective. Aspects of bullying related to some characteristics, which are protected by law, were not covered.
- This inspection found that the school's bullying policy continues to cover only those aspects of bullying behaviour that the school's senior leaders are prepared to discuss in depth with the pupils. In particular, some aspects of bullying, such as homophobic bullying, are omitted. No records detailing incidents of bullying and measuring the effectiveness of the school's procedures were available for the inspectors to view during the inspection. The scope of the school's anti-bullying strategy remains insufficiently broad to be effective and meet the requirements of the independent school standards.
- The school does not meet all the requirements for this paragraph.

Paragraph 15

- At the time of the previous inspection, the admissions register was found to contain inaccurate information about some pupils.
- This inspection found that there are discrepancies between the school's admission register and the attendance registers. During the inspection, administrative amendments were made to the admission register which rectified some issues. However, the total number of pupils currently on roll at the school in the admission register does not match the total number of pupils listed in the current attendance registers. The standard relating to the maintenance of an admission and an attendance register is unmet.
- The evidence presented by the school indicates that no new pupils have joined the school since April 2016. School leaders told inspectors that this was accurate.
- The school does not meet all the requirements for this paragraph.
- The school does not meet all the requirements for this part.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- At the time of the last inspection, many of the independent school standards were unmet.
- Positive changes to the school's governance have been made. Governors articulate a determination to improve the school and provide the best education possible for the pupils at the school. They acknowledge that there is more work to do to make sure that the school meets all the independent school standards. Leaders continue to draw upon outside expertise to help the school to improve. Initiatives, such as the introduction of a new assessment framework and a new approach to teaching phonics are helping to

secure improvement.

- However, overall, leaders have not driven the necessary improvements to the curriculum or teaching in order to make sure that pupils are fully prepared for their future lives in British society. Senior leaders continue to restrict the teaching of some aspects of the curriculum that are necessary to meet the independent school standards.
- The requirements of this paragraph remain unmet.
- The school does not meet all the requirements for this part.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified below is drawn up and implemented effectively (paragraph 2(1) and 2(1)(a)).
- The proprietor must ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan (paragraph 2(1), 2(1)(b) and 2(1)(b)(i)).
- The proprietor must ensure that the written policy, plans and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 2(1), 2(1)(b) and 2(1)(b)(ii)).
- The proprietor must ensure that there is full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education (paragraph 2(2) and 2(2)(a)).
- The proprietor must ensure that personal, social, health and economic education reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2(2), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)).
- The proprietor must ensure that pupils receiving secondary education, have access to accurate, up-to-date careers guidance that is presented in an impartial manner, enables them to make informed choices about a broad range of career options and helps to encourage them to fulfil their potential (paragraph 2(2), 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)).
- The proprietor must ensure that for pupils below compulsory school age, a programme of activities is in place which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills (paragraph 2(2) and 2(2)(f)).
- The proprietor must ensure that all pupils have the opportunity to learn and make progress, and that pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2), 2(2)(h) and 2(2)(i)).
- The proprietor must ensure that they comply with the standard about teaching at the school by taking such steps to ensure that teaching enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their

understanding and develop their skills in the subjects taught (paragraph 3 and 3(a)).

- The proprietor must ensure that they comply with the standard about teaching at the school by taking such steps to ensure that teaching fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves; involves well planned lessons and effective teaching methods, activities and management of class time; shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons; shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons; utilises effectively classroom resources of a good quality, quantity and range; and demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraph 3, 3(b), 3(c), 3(d), 3(e), 3(f) and 3(g)).
- The proprietor must ensure that they comply with the standards about the spiritual, moral, social and cultural development of pupils at the school, by taking steps to ensure that fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs are actively promoted (paragraph 5 and 5(a)).
- The proprietor must ensure that they comply with the standards about the spiritual, moral, social and cultural development of pupils at the school, by taking steps to ensure that principles are actively promoted, which enable pupils to develop their self-knowledge, self-esteem and self-confidence; enable pupils to distinguish right from wrong and to respect the civil and criminal law of England; encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely; enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England; further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures; encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England (paragraph 5, 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi) and 5(b)(vii)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school, and that such arrangements have regard to any guidance issued by the Secretary of State (paragraph 7, 7(a) and 7(b)).
- The proprietor must ensure that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy (paragraph 10).
- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently, they fulfil their responsibilities effectively so that the independent school standards are met consistently, and that they actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

- The proprietor must ensure that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006 (paragraph 15).

The school now meets the following independent school standards

- The proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place (paragraph 4).

School Details

Unique reference number	131170
DfE registration number	204/6398
Inspection number	10033402

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Independent Jewish day school for boys
School status	Independent school
Age range of pupils	3 to 13
Gender of pupils	Boys
Number of pupils on the school roll	333
Proprietor	Joseph Lipschitz
Chair	Aaron Hoffman
Headteacher	Elie Leichtag
Annual fees (day pupils)	£2,860
Telephone number	020 8809 9444
Website	The school has no website
Email address	dbl@ttbal.plus.com
Date of previous standard inspection	18–20 November 2014

Information about this school

- Beis Aharon is an independent Orthodox Jewish day school for boys, which is located in the London Borough of Hackney. It is registered to accept up to 350 pupils, aged three to 13.
- The school's previous standard inspection was conducted in November 2014 and was judged to be inadequate. Since that time, the school has received four monitoring inspections in June 2015 and in January, May and September 2016.
- The school does not use any off-site training for secondary-aged pupils.
- There were no responses to the Ofsted online survey (Parent View).
- The school does not have a website, but all the required policies are available from

the school office upon request.

- Very few pupils at the school have special educational needs and or/disabilities.
- Provision for children in early years operates from a separate site situated opposite the main school, whose address is 122 Bethune Road, London N16 5ED. Children attend the early years provision full-time.
- The school is open for six days a week, from Sunday to Friday afternoon.
- Most of the school day is devoted to Jewish religious studies (Kodesh), taught in Yiddish. The secular curriculum (Chol) is taught in the afternoon.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- In particular, the inspection focused on the school's progress in relation to Parts 1, 2, 3 and 8 of the independent school standards.
- The inspection was carried out without notice.
- This is the fifth progress monitoring inspection since the full standard inspection in November 2014 to judge whether the school has met all the independent school standards.
- Inspectors visited classes in the early years and the main school to observe learning, looked at work in pupils' books and listened to pupils read.
- Inspectors held meetings with governors, senior leaders and with two groups of pupils.
- Inspectors examined a range of documentation provided by the school including records related to the curriculum, assessment and safeguarding.

Inspection team

Madeleine Gerard, lead inspector	Her Majesty's Inspector
Rosemarie McCarthy	Ofsted Inspector

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