

Beth Jacob Grammar School for Girls

Stratford Road, Hendon, London NW4 2AT

Inspection dates

13 September 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) and 2(1)(a)

- As part of this inspection, the school's curriculum policy and schemes of work were reviewed. This was to assess whether the school had carried out its planned actions to broaden pupils' opportunities to learn about, experience and gain an understanding of other faiths and cultures. However, in carrying out this review, the inspector found that for some subjects the schemes of work had yet to be put in place. This included French and Biblical Hebrew as well as some of the recently introduced subjects, such as music. Leaders are aware of this and are working with staff to put the required schemes of work in place.
- The requirements for this paragraph are no longer met.

Paragraph 2(2), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)

- At the time of the last inspection in November 2016, it was judged that pupils had very few opportunities to learn about, experience and gain an understanding of other faiths, cultures and lifestyles.
- A range of activities were outlined in the school's action plan. These included: a review of the curriculum policy; a review of all subject schemes of work; and an explicit statement to continue to teach pupils to respect all people regardless of their religion.
- Leaders have acted to address these failings in line with their action plan. The curriculum policy has been reviewed. Most of the schemes of work are revised with clear sign-posting to learning opportunities across the curriculum promoting British values, including individual liberty and mutual respect and tolerance of different faiths, beliefs and lifestyles. Staff have a thorough understanding of their responsibilities to promote these British values and speak with confidence about how they are adapting their lessons and teaching. Other actions such as visiting speakers, displays, special events and off-site visits are extending pupils' learning. For example, pupils thoroughly enjoyed learning about Indian culture and Sikhism through a recent whole-school event.
- Leaders have revised the personal, health and social education (PSHE) policy to reflect both the school's ethos and the opportunities for pupils to learn to have respect and tolerance for others. Leaders are now in the process of developing a formal curriculum overview of these opportunities so they can check and improve on the breadth of pupils'

experiences and learning.

- The requirements for this paragraph are now met.

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

- In November 2016, it was found that pupils received limited careers advice and guidance to ensure that pupils could make informed choices about their career options.
- The school's action plan identified the following proposed actions:
 - gathering a range of information about different careers and training opportunities
 - a member of staff being available to pupils and parents at key times to discuss career options
 - an information pack about careers options for pupils and parents
 - raising pupils' awareness of the availability of careers guidance.
- Senior leaders have been diligent in implementing their planned actions to address the shortcomings for this aspect. Leaders are now much better informed about career options and use this to provide broader and impartial advice and guidance to pupils and their parents. A morning event with talks by outside speakers on different careers will take place shortly. Pupils have completed questionnaires on their personal and academic strengths and career interests. They have been provided with information booklets to support their choice of GCSE and A-level courses. Pupils said both these actions had helped them to make informed choices for the examination courses. Pupils were also highly positive of weekly arrangements for a member of staff to be available to talk about different careers and the pathways to them.
- While these actions have extended the range of careers information for both pupils and parents, leaders have yet to consider how they will evaluate the impact of these actions over time. For example, in considering the proportion of pupils who access work experience, complete qualifications and/or go on to study at further and higher education institutions for specific occupations and professions.
- The requirements for this paragraph are now met.

Paragraph 3, 3(a) and 3(g)

- The November 2016 inspection judged that teaching was not consistently good enough across all subject areas to enable all pupils to make at least good progress, particularly in the Chol (secular) subjects. This was because:
 - teachers' questioning was not effective in deepening pupils' knowledge and understanding
 - teaching sometimes lacked challenge, particularly for the most able pupils
 - leaders and teachers did not check or monitor pupils' progress closely enough. As a result, teachers did not use information about progress to adapt their teaching so that pupils of different abilities achieve well
 - feedback to pupils about their work was mainly focused on presentation rather than academic quality or how pupils could improve their work.
- The school has not implemented all of its planned actions. Leaders have sought advice and researched different assessment systems to record and track ongoing assessments. They plan to select a system that is based on national expectations so they can closely

monitor the progress that pupils make. However, leaders are behind the schedule actions set out in their action plan. They have yet to make their final decision on the system to purchase. Consequently, the school still does not have an implemented system for thoroughly and accurately checking and ensuring that all pupils make secure progress.

- Whole-school professional development for teachers has focused on the aspects for improvement outlined in the action plan. At the individual teacher level, whole-school training has been interwoven with tailored support. This has improved teaching in the school. In the lessons visited, pupils made secure progress because their learning was well planned for, engaging and supported by effective questioning.
- Very little work was available for scrutiny for this inspection because the inspection was early in the school year. Scrutiny of the books available in lessons indicated that feedback to pupils is constructive and focused on helping them to improve. This view was supported by teachers and pupils.
- While it is evident that pupils are making progress, it is still not possible to judge if this represents good progress or to identify those who may not be achieving as well as they could. This is because the school has still not established a system to measure pupils' progress across all subjects and year groups.
- The requirements for this paragraph remain unmet.

Paragraph 3 and 3(d)

- In November 2016, it was judged that teachers did not use information about progress to adapt their teaching so that pupils of different abilities achieve well.
- Helping teachers to plan for pupils of different abilities has been part of the extensive programme of professional development. The revised schemes of work and teaching units now include detail on how to support pupils of different abilities, particularly to challenge and extend learning for the most able pupils. Subject teachers are assessing pupils' starting points, as well as tracking and recording their progress through in-lesson assessment, homework tasks and tests. They are using this information to inform their teaching to meet the needs, aptitudes and prior attainment of the pupils they teach, even though there is still no whole-school picture of how pupils are achieving.
- The requirements for this paragraph are now met.
- The school does not meet all of the requirements for this part.

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

Paragraph 5, 5(b), 5(b)(v) and 5(b)(vi)

- At the time of the November 2016 inspection, pupils' spiritual, moral, social and cultural development was restricted because there were limited opportunities to learn about other faiths, cultures and lifestyles. The school failed to develop pupils' understanding and respect for other people, with particular regard to all the protected characteristics set out in the Equality Act 2010.
- Leaders have implemented the actions set out in its action plan. Actions included a review of the curriculum policy and a review of all schemes of work. Although there was little detail in the action plan about teaching of pupils' understanding and respect for other cultures and religions, the school has made sufficient provision for this. More

explicit reference is made in the revised action plan to the breadth of pupils' learning about other faiths and cultures.

- Leaders have revised and improved the school's curriculum and PSHE policies and schemes of work. Scrutiny of these show that these promote principles that encourage respect for others and reflect the protected characteristics set out in the Equality Act 2010. Discussions with staff and pupils further supported the fact that respect and tolerance for all is strongly promoted and that pupils are learning much more about other faiths and cultures and that people may live differently.
- The requirements for this paragraph are now met.
- All the requirements for this part are now met.

Part 3. Welfare, health and safety of pupils

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

- At the time of the November 2016 inspection the proprietor and governors had not undertaken statutory training in accordance with the Secretary of State's guidance 'Keeping children safe in education' (September 2016), including training for the proprietor's role and responsibility as a governor for safer recruitment. The records of staff recruitment were not consistent or clear. The school stated in its action plan that:
 - three deputy designated safeguarding leads had undertaken the appropriate level of advanced safeguarding training
 - staff had also received refresher safeguarding training
 - management of the single central record had been revised.
- In addition, the action plan included details of how safeguarding information will be compiled, including training, and maintained in accordance with statutory guidance. Leaders also provided information as to how the proprietor and leaders will vet suitable candidates for any new appointments, including safeguarding concerns in accordance with the revised recruitment policy.
- Recruitment records are now consistently kept. A checklist is now used to track and monitor each candidate's recruitment. This is kept in each staff file together with more detailed interview notes, which includes a record of the safeguarding questions asked and the candidate's responses.
- The proprietor has now completed the safer recruitment training and the three deputy designated safeguarding leads have undertaken the appropriate level and breadth of advanced safeguarding training. Staff have received refresher training and have a clear understanding of the importance of reporting concerns and the school's procedures for this.
- Senior leaders check on each other's work to ensure that the policy and procedures they have put in place have due regard to national guidance and are effective. Discussions with staff and pupils indicate that the senior leaders have established a strong culture of safeguarding in the school so that any concerns will be shared and appropriately acted on, including engagement with parents and outside agencies.
- The requirements for this paragraph are now met.
- All the requirements for this part are now met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 21(1)

- In November 2016, the inspection found there were weaknesses in the school's recruitment procedures. Although the necessary checks had been carried out to check on the suitability of staff to work with children, they had not been recorded on the single central record of staff pre-employment checks.
- The school outlined in its action plan that:
 - personnel files would be reviewed to ensure that the correct documentation was in place
 - information gathering prior to interview would be improved
 - recruitment would follow the procedures outlined in the school's recruitment policy
 - the single central register would be reformatted.
- Scrutiny of the single central record of recruitment checks shows that all the required checks are now recorded as required. A check of the recruitment files for the most recent staff appointments show that the entries align to the dates noted in recruitment checklists and match the records held for each candidate.
- The requirements for this paragraph are now met.
- All the requirements for this part are now met.

Part 6. Provision of information

Paragraph 32(1) and 32(1)(f)

- At the time of the last inspection, annual reports to parents focused on a child's attainment and not their progress.
- In the school's action plan, it was stated that parents will receive written reports twice a year on how well their child is achieving in school, including their progress. However, this was dependent on the implementation of the new assessment system intended for September 2017.
- Senior leaders are still in the process of selecting an assessment system. They have designed a new template for reports that includes information on pupils' progress but this has not been implemented.
- The requirements for this paragraph remain unmet.
- The school does not meet all of the requirements for this part.

Part 8. Quality of leadership in and management of schools

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

- The proprietor and senior leaders have not completed all of the actions set out in their action plan. These include the establishment of a new assessment system and reporting to parents on the progress their children are making. Consequently, some independent school standards remain unmet from the November 2016 inspection.
- The action plan focused on what the senior leaders would do to meet the unmet standards. This did not include any reference to how the governing body intended to

monitor the implementation of the plan and/or check that the independent school standards were met.

- Leaders have revised their action plan to provide some ways by which they can check the success of their actions. However, these still focus on the completion of tasks and are not sufficiently linked to pupils' progress or demonstrable improvements in the quality of teaching.
- The governing body, of which the sole proprietor is chair, work closely with senior leaders but they rely on their expertise without putting in place any systems to monitor and evaluate their work or to check that the independent school standards are met. For example, the governing body is not fulfilling its duty to check on the effectiveness of the school's safeguarding arrangements. This includes review of the single central record to check that recruitment processes and recording are robust.
- The governing body have not ensured that all aspects of the school action plan have been implemented within the stated timescales.
- The requirements of this paragraph remain unmet.
- The school does not meet 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 unmet at this inspection

- The proprietor must ensure that the teaching at the school 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 a framework is in place to assess pupils' work regularly and thoroughly, and that information from that assessment is used to plan teaching so that pupils can progress (paragraph 3 and 3(g)).
- The proprietor must ensure that an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil, except that no report need be provided where the parent has agreed otherwise (paragraph 32 and 32(1)(f)).
- 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; and that they fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a) and 34(1)(b)).

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

- 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 (paragraph 2(1) and 2(1)(a)).

The school now meets the following independent school standards

- The proprietor must ensure that the written policies, plans and schemes of work provide personal, social, health and economic education which reflects the school's aim and ethos and encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 (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 so that they are able to make informed choices about a broad range of career options and that 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 teaching 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 (paragraph 3(d)).

- The proprietor must ensure that the proprietor promotes principles which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equalities Act 2010 (paragraph 5, 5(b) and 5(b)(vi)).
- The proprietor must ensure that principles are actively promoted which further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph 5, 5(b) and 5(b)(v)).
- 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 they keep a register of staff recruitment checks which shows the required information referred to in sub-paragraphs (3) to (7) (paragraph 21(1)).

School details

Unique reference number	101388
DfE registration number	302/6092
Inspection number	10039751

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 girls' day school
School status	Independent school
Age range of pupils	11 to 17
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	272
Of which, number on roll in sixth form	31
Number of part-time pupils	None
Proprietor	Board of Governors
Chair	Mr B Freshwater
Headteacher	Mrs M Gluck
Annual fees (day pupils)	£6,195
Telephone number	020 8203 4322
Website	None
Email address	l.fielding@bjgs.org
Date of previous standard inspection	2–4 November 2016

Information about this school

- The Beth Jacob Grammar School (BJGS) provides education for girls from 11 to 17 years of age. The school is registered for 246 pupils but at the time of the inspection 272 pupils were on roll.

- The BJGS is run as a non-profit organisation. The school opened in 1980 and moved to its current purpose-built site in 1997. Around 60% of curriculum time is devoted to the teaching of Chol subjects and around 40% to the Kodesh curriculum. There is an entrance examination. However, the school takes pupils of all academic abilities.
- The school serves a strictly observant Jewish community in Hendon, north-west London. It aims to ensure that 'pupils grow into productive and successful adults, developing their academic, spiritual, physical and emotional skills, while remaining true to the teachings of the Torah to become honest and respectful citizens.'
- Almost all students go on to seminaries, either at the age of 16 or one year later aged 17. A small number of students remain in the school until the end of Year 12 and complete their A-level courses within one year. The school enters some pupils early for public examinations.
- A small minority of pupils have been identified as having special educational needs. There are no girls who have a statement of special educational needs or an education, health and care plan.
- The school does not use off-site training or other provision.
- The school does not have a website but all the required policies are available to parents on request from the school office.
- The school was last inspected in November 2016, when unmet independent school standards were identified and the school was judged as inadequate overall.

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 not to comply with at its previous inspection.
- This is the school's first progress monitoring inspection since its full inspection in November 2016. The inspection was unannounced.
- The school submitted an action plan in May 2017 to show how it would ensure that the identified unmet independent school standards would be met. The plan was evaluated on 31 May 2017 and judged to be not acceptable. As a result, the Department for Education rejected the action plan on 11 July 2017.
- During the inspection, the inspector met with the headteacher, two of the deputy headteachers and a small group of teachers. A telephone conversation was held with the proprietor, who is also the chair of the governing body. The inspector, accompanied by a senior leader, visited lessons in a range of subjects across Years 8 to 12 and met with two groups of girls to talk about their lessons, school life and their careers education. The inspector also attended an assembly and scrutinised documentation, including the school's single central record of staff recruitment checks, staff training records, the monitoring of teaching and the school's curriculum.

Inspection team

Angela Corbett, lead inspector

Ofsted Inspector

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

Parent View

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 and as part of the inspection.

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.gov.uk/government/organisations/ofsted.

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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/government/organisations/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

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

© Crown copyright 2017