

# Beis Ruchel Girls School

1-7 Seymour Road, Manchester, Lancashire M8 5BQ

**Inspection dates**

12 December 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(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i)*

- At the last inspection, these standards were not met because the school's curriculum provided limited opportunities for pupils to develop their understanding of the full range of people who make up modern British society, particularly those with different sexualities and gender identities.
- The school's action plan identified some key priorities to strengthen the curriculum, including that relating to personal, social, health and economic education (PSHE). It also outlined key actions that would enable pupils to develop their knowledge and understanding of the people who make up modern British society. These actions included the appointment of a PSHE coordinator and a review of the school's PSHE provision and how it is taught. In addition, leaders intended to review the anti-bullying and curriculum policies and the ongoing staff training programme and to ensure that they developed links with other Orthodox Jewish schools that provide good opportunities for pupils to develop their understanding of the protected characteristics. The action plan identified the specific classroom activities intended to enhance pupils' understanding of some, but not all, of the protected characteristics outlined in national laws relating to equality. The plan did not identify clearly how the school is to develop pupils' knowledge and understanding of people with different gender identities or sexual orientation.
- Leaders have taken action to remedy what was missing at the time of the last inspection. A PSHE coordinator has been appointed and has undertaken a review of provision. The inspector noted that the protected characteristics that are outlined in legislation are evident in schemes of work and teachers' planning. All of the protected characteristics are named in policies. Pupils know that there are different types of relationships and family structures.
- This standard is now met.

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

*Paragraph 5, 5(a), 5(b), 5(b)(vi)*

- As stated above in Part 1, at the last inspection, these standards were not met because the school's PSHE curriculum provided limited opportunities for pupils to develop their

understanding of the full range of people who make up modern British society, particularly those with protected characteristics identified in national laws about equality.

- The school's action plan did not identify any actions relating to these unmet standards.
- Leaders have ensured that staff have received appropriate training regarding the delivery of PSHE. This includes matters relating to sexual orientation, for example. Opportunities are provided in a range of subjects to discuss such situations in a manner that is sensitive to the school's ethos but does not undermine the nation's law.
- This standard is now met.

### Part 3. Welfare, health and safety of pupils

#### *Paragraph 7*

- The school's safeguarding policy is appropriate and meets the requirements of the standard. Information about how parents and visitors could obtain a copy was clearly displayed on the school noticeboard in the entrance.

#### *Paragraph 15*

- At the last inspection, this standard was not met because the registration codes set out in national guidance were not used in attendance registers. Additionally, the school's analysis of pupils' attendance over time was sketchy and impeded leaders' ability to identify patterns in absences.
- The school's action plan identified appropriate actions to address these issues. These actions included the appointment of an attendance officer to strengthen the leadership of the monitoring of attendance and the implementation of electronic attendance analysis systems. Leaders intended to review and amend the school's attendance and lateness policies to reflect up-to-date guidance.
- Leaders' recording of attendance is inaccurate and not timely. For example, the new electronic attendance system has only recorded those absent for specific a reason. Also, the information is not entered onto the system on a daily basis. The systems to monitor and record attendance are not rigorous enough.
- This standard is not met.

### Part 5. Premises of and accommodation at schools

#### *Paragraph 25*

- At the last inspection, this standard was not met because governors had not ensured that the school's buildings were suitably maintained and decorated.
- The school's action plan identified appropriate actions to address the issues that, if effectively implemented, meant it was likely that this standard would be met at the next inspection. The action plan stated that the action to appoint a compliance officer, whose role is to ensure the implementation of the actions relating to the maintenance of the school premises and to liaise with the governing body, had been completed. The plan identified appropriate actions to identify all maintenance and decoration needs in school, and commission work from flooring and decorating contractors to meet these needs. This would be a rolling programme of work that initially starts with work to replaster the upper stairway and landing.

- A compliance officer has been appointed. The upper stairway and landing have been replastered and the classrooms painted. The floor has also been carpeted.
- This standard is now met.

*Paragraph 29 (1), 29(1)(a), 29(1)(b)*

- At the last inspection, this standard was not met because governors had not ensured that the school's outdoor space was suitable for the provision of play or physical education. Additionally, the outdoor space for play and learning in the early years was identified as limited.
- The school action plan identified appropriate actions to resurface the outdoor play area with tarmac. It also outlined plans to provide staff with additional training intended to develop their skills in the use of the outdoors in the teaching of high-quality physical education. However, the plan did not contain information about any intended actions relating to the enhancement of the outdoor play and learning space in the early years.
- No work has taken place to date and the outdoor space is as it was at the time of the last inspection. The surfaces are uneven and it is not a conducive or appropriate surface for pupils to play on or to engage in physical education. There are more opportunities for children in the early years to learn through play. However, the inadequate outdoor space limits the quality of this provision.
- This standard is unmet.

**Part 8. Quality of leadership in and management of schools**

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

- At the last inspection, this standard was not met because not all the required standards for independent schools were met.
- The school action plan identified actions that, if implemented effectively, would mean the school is likely to meet some but not all of the standards that were unmet at the last inspection.
- Leaders have failed to address all the unmet standards at the time of the last inspection and have not acted upon the all of the actions outlined in their action plan.

**Schedule 10 of the Equality Act 2010**

- Leaders have ensured that policies and practices reflect statutory legislation with regards to the protected characteristics.

## **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, as set out in the annex of this report. 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 now meets the following independent school standards**

- The curriculum policy, plans and schemes of work provide for and effectively implement personal, social, health and economic education which encourages respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 and which provides for effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society. (paragraph 2(1), 2(1)(a), 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i))
- The spiritual, moral, social and cultural development of pupils actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs and ensure that principles are actively promoted which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. (paragraph 5, 5(a), 5(b), 5(b)(vi))
- The school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured. (paragraph 25)

## School details

Unique reference number	130286
DfE registration number	352/6050
Inspection number	10043709

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 day school
School status	Independent school
Age range of pupils	3 to 11
Gender of pupils	Girls
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	299
Proprietor	Mr B Krausz
Headteacher	Mrs E Krausz
Annual fees (day pupils)	£1,591–£3,900
Telephone number	0161 795 1830
Email address	beisruchelmanchester@tiscali.co.uk
Date of previous standard inspection	21–23 March 2017

### Information about this school

- Beis Ruchel Girls School is an independent school, which opened in November 1995. The school is located in the Crumpsall area of Manchester, about four miles north of the city centre.
- The school is a provider of nursery education.
- A below-average proportion of pupils have special educational needs (SEN) and/or disabilities. A small number of pupils have an education, health and care plan.
- The school provides education for the children of the religious Orthodox Jewish Chassidic communities in Manchester and Salford. Most pupils are members of the Satmar community. However, some girls from other Jewish backgrounds also attend the school.
- The school offers a religious (Kodesh) and a secular (Chol) curriculum.

- The school does not have a website.
- The school aims to prepare the girls to become active members of their community, living ethical lives in harmony with others.
- The school is currently registered for up to 250 pupils. More pupils than this attend the school.

## 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.
- This progress monitoring inspection was the first since the standard inspection in March 2017 and was unannounced.
- The school submitted an action plan to the Department for Education, which was evaluated as not acceptable in August 2017.
- The inspector carried out a tour of the site. Meetings were held with the headteacher. The inspector gathered the views of the school community. He reviewed the attendance and registration information and considered the school's approach to the delivery of PSHE. The inspector also reviewed the safeguarding policy.

## Inspection team

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Jonathan Jones, lead inspector

Her Majesty's Inspector

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