

Beis Soroh Schneirer

Arbiter House, Wilberforce Road, West Hendon NW9 6AX

Inspection dates

7 June 2018

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

Paragraphs 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i)

- At the previous inspection, leaders had not ensured the thorough implementation of curriculum plans, particularly in writing, art, technology and physical education.
- Leaders have taken effective action to produce a written policy on the curriculum, supported well by appropriate plans and schemes of work. The curriculum plans are effectively implemented and teachers have received appropriate training to ensure that pupils' knowledge, skills and understanding are developed across the curriculum subjects.
- Leaders, including governors, have ensured that actions highlighted in the school's action plan are followed through thoroughly to bring about improvements. They have made good use of specialists and external consultants to develop the curriculum and improve the quality of teaching, including in writing, art, technology and physical education.
- At the previous inspection, inspectors found that the most able pupils were not routinely stretched in their learning. Leaders have improved the assessment system to check on pupils' progress. Teachers use this information well in their planning to meet the learning needs of all pupils, including the most able pupils.

- The requirements for this paragraph are met.

Paragraphs 3, 3(a), 3(c), 3(d), 3(e) and 3(g)

- At the previous inspection, leaders had not ensured that the teaching at the school enabled pupils to make good progress in the subjects taught. The most able pupils were not routinely stretched in their learning. Teachers were sometimes unclear on the skills and knowledge they wanted pupils to learn, particularly in writing, art and physical education. Teaching in some subjects placed insufficient emphasis on ensuring that pupils developed their basic writing skills. Overall, inspectors judged that teaching was not strong enough to ensure that pupils made sustained progress.
- In the school's action plan, leaders undertook to monitor the quality of teaching, learning

and assessment more closely. Leaders would provide staff with regular training and support and make use of external consultants, including subject specialists, to improve the quality of teaching. There would be training for governors to be involved in checking how well pupils engage in their learning and to hold senior leaders more accountable for the work they do. There would be regular meetings with staff to check on the progress of pupils and to identify those who are falling behind and in need of further support.

- In the school's action plan, a new assessment system will be used by teachers to plan for the needs of different learners, including the most able pupils. New specialist teachers will be appointed and external consultants used to improve the teaching of writing, art and physical education. Links with other schools are being made to improve assessment in writing and to share classroom practice. Book checks are to be conducted regularly to ensure improvements in writing, including in handwriting, and that basic skills are promoted across the curriculum.
- This inspection found that through the strong leadership of the headteacher and effective support from governors and the proprietor, clear progress has been made since the previous inspection in meeting the unmet standards. Leaders have ensured that the action plan has been fully implemented.
- Leaders undertake book checks and monitor the quality of teaching closely and provide feedback to teachers on how to improve. Leaders meet regularly with staff to check on the progress of pupils and to identify those who are falling behind and in need of further support.
- Leaders have appointed specialist teachers and external consultants to improve the quality of teaching. Leaders provide staff with regular training and support, and staff are positive about the support they receive to improve their classroom practice. Consequently, the quality of teaching is improving.
- Teachers use the assessment information well to meet the learning needs of different learners, including the most able pupils, who routinely receive challenging work. In particular, there have been strong improvements in pupils' writing, including their handwriting. The close links with other schools are having a strong impact on improving writing. A newly introduced reading scheme is also contributing to improvements in pupils' writing skills.
- The new schemes of work for art are having a good impact on teaching art. Pupils said that they enjoyed art and there are good examples of pupils' drawings and paintings, with artistic work displayed around the school. Year 6 pupils, for example, enjoyed making clay vases from their initial drawings and decorating them with patterns using different coloured paints.
- A new scheme of work for physical education (PE) has been implemented and staff have received training on promoting pupils' fitness and skills in this subject. This is improving the quality of teaching in physical education; as one pupil said, 'we now have proper PE!'
- Although the quality of teaching is improving, it is not yet strong enough to ensure that pupils make consistently good progress across a wide range of subjects. School information shows that progress is sometimes inconsistent across the year groups, particularly in mathematics. There is insufficient emphasis on monitoring pupils' progress in science and some of the foundation subjects to ensure that pupils make consistently good progress.

- Paragraphs 3, 3(c), 3(d), 3(e) and 3(g) are now met. However, the requirements of paragraph 3, 3(a) remains unmet. As a result, not all of the paragraphs in this standard are met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 32(1) and 32(1)(c)

- At the last inspection in September 2017, inspectors found that the school met these standards. The school's safeguarding policy is up to date and meets the government's current requirements. In the absence of a school's website, the safeguarding policy is made available to parents and carers.
- Staff receive regular training on safeguarding and child protection procedures. The designated safeguarding leads have appropriate, up-to-date training on safeguarding. Governors, including the proprietor, have received safeguarding training to safeguard pupils. Pupils said that they always feel safe at school and that staff take good care of them.
- Leaders have created a strong culture of safeguarding and know the procedures to follow if they have any concerns about a pupil's safety and well-being. There are strong links with parents and external agencies and to keep pupils safe. There have been no safeguarding concerns since the last inspection.
- Leaders have ensured that this independent school standard remains met.

Part 5. Premises of and accommodation at schools

Paragraphs 29(1) and 29 (1)(a)

- At the previous inspection, inspectors found that leaders did not ensure that outdoor space was provided for physical education in accordance with the school's curriculum plan.
- Leaders, in response to the actions highlighted in the school's action plan, have drawn up a new scheme of work to promote pupils' physical fitness and well-being. There is now a good focus on developing pupils' skills through a wide range of activities, including gymnastics, outdoor games and athletics.
- The school hall is now used for physical education, and work has already begun to extend the playground to support play and outdoor physical activities. The school has also identified an additional space for physical education that leaders will be improving through resurfacing the floor area.
- Leaders have ensured that this independent school standard is met.

Part 8. Quality of leadership in and management of schools

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

- At the time of last inspection in September 2017, leaders had not been effective in ensuring that all the independent school standards were met. However, leaders, governors and the proprietor have worked effectively as a team to bring about marked improvements. They have implemented the action plan well to address the weaknesses identified in the last inspection. As a result, nearly all paragraphs of the independent school standards are met.

- Leaders have more work to do to ensure further improvements in the quality of teaching so that pupils make consistently good progress across the curriculum. As a result, paragraphs 34(1), 34(1)(a) and 34(1)(b) remain unmet.

The school's application to make a material change to its registration

- The proprietor has applied to the Department for Education (DfE) for a material change to admit two-year-old children into early years and increase the school's capacity from 260 to 290. Although this was checked at the last inspection, it could not be considered because the outdoor space for early years was underdeveloped to meet the appropriate independent school standard. However, inspectors considered the school's expansion plans and the proposed classrooms and concluded that the school could accommodate these changes. The early years provision was judged to be good at the last inspection. Safeguarding continues to be effective.
- The inspector visited early years and considered the new classroom to accommodate two-year-old children and the facilities and resources available. The work on improving the outdoor learning area is almost complete and detailed plans were looked at to consider how the outdoor area would support all the different areas of learning for the two-year-olds. Having considered the evidence that was available, it is the inspectors' view that the school is likely to meet the relevant independent school standards if the material change is implemented.

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

- Ensure 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 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 (paragraphs 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i)).
- Ensure that the teaching at the school:
 - involves well-planned lessons and effective teaching methods, activities and management of class time (paragraph 3, 3(c))
 - 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, 3(d))
 - demonstrates good knowledge and understanding of the subject matter being taught (paragraph 3, 3(e))
 - demonstrates 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(g)).

- Ensure that suitable outdoor space is provided in order to enable physical education to be provided to pupils in accordance with the school curriculum (paragraphs 29(1) and 29(1)(a)).

School details

Unique reference number	131026
DfE registration number	302/6104
Inspection number	10049185

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	Other independent school
School status	Independent school
Age range of pupils	3 to 11
Gender of pupils	Girls
Number of pupils on the school roll	260
Proprietor	Mr Anthony Adler
Chair	Mr Mordecai Waldman
Headteachers	Dr Hadassah Ryde and Mrs Sonia Mossberg
Annual fees (day pupils)	£4,800
Telephone number	020 8201 7771
Website	None
Email address	bssschool@btconnect.com
Date of previous standard inspection	26–28 September 2017

Information about this school

- Beis Soroh Schneirer is an independent day school for girls of Jewish faith, aged from three to 11 years. There are currently 260 girls on roll.
- The school opened in 1996 and serves the Jewish Orthodox community of north-west London.
- There have been some staff changes since the last inspection, with new teachers appointed.
- The proportion of pupils who have special educational needs (SEN) and/or disabilities is below the national average. There are no pupils who have a statement of special educational needs or an education, health and care plan.

- The school provides childcare for children under the age of two on the premises. The provision is registered and inspected separately.
- The school does not have a website. Parents are made aware that policies are available from the school office on request.
- The school was last inspected by Ofsted in September 2017, when some of the independent school standards were not met and the school was judged as requiring improvement.

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.
- At the request of the Department for Education (DfE), the inspection was carried out without notice.
- The inspector was asked to report against the requirements contained within parts 1, 5 and 8 of the independent school standards.
- In addition, the DfE asked the inspector to consider the school's application to admit two-year-old children into early years and increase the number of pupils on roll from 260 to 290. In so doing, the inspector was asked to report against the requirements contained within parts 3 and 6 of the independent school standards.
- At the time of the last standard inspection in September 2017, the school's overall effectiveness was judged as requires improvement.
- In January 2018, the school prepared an action plan to address the independent school standards that were not met at the last inspection. The plan was accepted by the DfE in March 2018.
- This is the first progress monitoring inspection since the last inspection.
- The inspector observed learning in all year groups jointly with the headteacher of the Chol (secular) curriculum. He met the headteacher, literacy leader, staff, governors and the proprietor. The inspector held a telephone discussion with an external consultant who provides support and advice to the school leaders.
- The inspector held a meeting with a group of key stage 2 pupils about their learning and views about the school.
- The inspector toured the premises and scrutinised a range of documentation related to the independent school standards, including pupils' progress information, teaching plans and schemes of work. The inspector looked at safeguarding documents and checked the records of pre-employment on adults working in the school.
- There were no recent responses to Ofsted's online survey (Parent View) at the time of the inspection.

Inspection team

Avtar Sherri, lead inspector

Ofsted Inspector

Annex. Compliance with regulatory requirements

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

Part 1. Quality of education provided

- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) 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;

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.

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 2018