

Bnois Jerusalem Girls School

79/81 Amhurst Park, London N16 5DL

Inspection dates

12–14 June 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Inadequate
Outcomes for pupils	Inadequate
Early years provision	Inadequate
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leadership and management are inadequate. Leaders and governors have not ensured that all the independent school standards are met.
- Governors and leaders censor educational resources before pupils use them in classes. This censorship is detrimental to pupils' learning, and pupils are denied equality of opportunity with their peers.
- Outcomes for pupils are inadequate. As a result of the censorship of resources, pupils are prevented from gaining the qualifications they need to prepare them for the next stage of their education.
- Pupils in lower year groups do not make as much progress in mathematics as they should.
- Leaders do not encourage respect for all groups who share protected characteristics, under the Equality Act 2010.
- Leaders' approach to identifying and managing risk is not effective.
- Safeguarding is ineffective because leaders have not helped pupils to gain practical advice about how to stay safe.
- The school's capacity to improve is weak. Governors are resolute that they will not make some of the necessary changes necessary to meet the independent school standards
- The early years provision is inadequate. This is because the statutory requirements of the early years foundation stage are not all met.
- Inspectors were unable to speak to pupils because parents had withdrawn consent. This meant that the school was unable to provide all the evidence needed in a number of important areas.

The school has the following strengths

- There are strong relationships between adults and pupils and between pupils. This creates a positive learning environment.
- Pupils' behaviour is good in classes and around the school. Pupils have positive attitudes to learning.
- The standards reached by pupils at the end of Year 11 appear to be broadly in line with those of other pupils of their age nationally.
- Children in early years make good progress and are well prepared for Year 1.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve leadership and management to ensure that:
 - leaders end the school’s practice of censoring educational resources, which denies pupils equality of opportunity
 - leaders develop an effective culture of safeguarding so that pupils know how to keep themselves safe from cyber bullying and all forms of discriminatory bullying
 - the health and safety policy is implemented effectively, and the daily premises checks are fit for purpose and identify hazards so that action can be taken
 - risk assessments are in place and effective in reducing risk
 - respect for all groups of people is actively promoted, paying particular regard to all those with protected characteristics set out in the Equalities Act 2010
 - pupils appreciate and respect other cultures that are different from their own
 - pupils gain a respect and tolerance of those with different faiths and beliefs
 - pupils’ education prepares them for life in modern Britain
 - pupils have impartial careers guidance.
 - leaders work with parents to alleviate their concerns about pupils speaking to inspectors so that the school can provide the full range of information requested for the inspection.
- Improve teaching learning and assessment by ensuring that:
 - pupils have equality of opportunity
 - teachers make sure that learning activities are designed to meet pupils’ needs
 - teachers set higher expectations of what pupils can learn in mathematics.
- Improve outcomes for pupils by ensuring that:
 - pupils gain appropriate qualifications
 - pupils make more progress in mathematics in the infant and junior departments.
- Improve pupils’ personal development, behaviour and welfare by ensuring that:
 - pupils understand how to keep themselves safe
 - hazards and risks on the premises are managed effectively.
- Improve the provision for early years by ensuring that:
 - all the requirements of the early years statutory framework are met.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leadership and management are inadequate because leaders have not ensured that all of the independent school standards are met.
- Leaders arrange for all textbooks and other resources for learning to be censored prior to being used with pupils in classes. Images and any text deemed not to be in line with the traditions and religious teaching of the Jewish faith are redacted or covered over with blank paper. During the inspection, leaders stated that pupils were often unaware of the censorship because censored worksheets were photocopied. Nevertheless, the detriment to pupils remains and has a negative impact on their learning.
- Parental requests that inspectors did not to speak with their children hindered the collection of pupils' views in checking the school's compliance with the independent school standards relating to spiritual, moral, social and cultural development of pupils. However, inspectors were able to make observations of pupils' behaviour and attitudes towards each other, their learning and adults. In addition, work seen around the school, in books and displays provided secure information.
- As a consequence of the censorship process, pupils do not sit any external GCSE or other qualifications. Leaders say that censoring the examination papers would require them to break examination regulations on security and confidentiality. Instead, pupils sit internal school examinations made up of censored past paper questions. Examinations are externally marked and graded and the school awards certificates to pupils. However, these are not GCSE certificates and have no value outside of the community. They do not enable pupils to progress to a school or college of their choice for further study.
- Leaders have not ensured that they encourage respect for all other people, particularly some of those with protected characteristics under the Equality Act 2010. Other aspects of pupils' spiritual, moral, social and cultural development are also weak. Leaders do not promote respect for other faiths and beliefs. Similarly, pupils do not know about and hence appreciate other cultures. Leaders have started to develop this aspect. However, the examples of practice offered by the school about Italy and Japan give highly stereotypical views of what people and life in other cultures is like. Inspectors were unable to obtain views from pupils about the school's work to promote respect for those with protected characteristics.
- Leaders are beginning to develop and extend the careers education programme for secondary-age pupils. However, at present this does not meet the independent school standards. The careers programme is not impartial. Most activities, for example a question and answer panel, draw only from within the faith community. Inspectors were unable to obtain views from pupils about the effectiveness of the careers programme.
- Leaders have not ensured that the health and safety of the premises and the identification and management of risks meets requirements. There is a rolling programme of improvements to the premises, which is having a positive impact on the environment for pupils. However, during the inspection several hazards were identified which put pupils at risk of harm. For example, there were loose stones on an uneven surface and splintered pieces of wood in a playground. Leaders acted promptly to remedy these and other issues once they were pointed out to them. However, leaders' daily premises checks

had failed to identify these hazards. Some hazards, such as the playground, had a risk assessment, but others did not. It is insufficient to say that risks to pupils are minimal because of their good behaviour.

- Leaders provided the inspection team with requested information. However, because inspectors were unable to speak with pupils, the school does not meet standard 32(1)(g). There was no evidence that the school had taken steps to make this possible.
- The headteacher and the heads of infant, junior and senior schools work well together as a team. Leaders have recognised that some aspects of school leadership are more effective if they work together. For example, the school's system for monitoring pupils' progress is now having a positive impact. It has helped leaders to drive up standards, particularly in literacy.
- Leaders make effective use of links with external agencies, such as the local authority, to support pupils' learning and personal development. For example, pupils participate in a junior citizenship scheme and a healthy eating programme.
- Parents are very supportive of the school. The school's own questionnaire shows that parents feel listened to and greatly value the good communication they have with school leaders and staff.

Governance

- Governors are proud of their school and say that they want to keep making improvements. They are pleased with the changes the headteacher has introduced and value her work in bringing the separate departments together.
- Governors are resolute that any unmet independent school standards which they perceive as being contrary to their faith will remain unmet.
- The five buildings that make up the school premises are all registered. However, the notification currently recorded only refers to numbers 79 and 81. Governors have undertaken to correct this error on the record.

Safeguarding

- The arrangements for safeguarding are not effective.
- Leaders have not developed a culture of safeguarding. The safeguarding policy meets requirements and is available for parents. However, leaders do not do enough to ensure that pupils know how to keep themselves safe and learn how to manage risk confidently. The school's e-safety policy covers the dangers of the internet and gives guidance about applying filters to the school's information technology systems. However, the policy does not explain how pupils can take steps to keep themselves safe. The school does not have a policy on cyber bullying as leaders do not recognise that pupils need one.
- Leaders ensure that all the required recruitment checks to make sure that staff are suitable to work with children are completed and recorded on the single central register. Leaders ensure that staff are trained and understand their responsibilities.

Quality of teaching, learning and assessment

Inadequate

- Teaching, learning and assessment are inadequate. Leaders censor textbooks and resources. Consequently, leaders deny pupils equality of opportunity because of the way

they provide education and because pupils do not have access to the full benefit of texts and resources. For example, in images in textbooks, the forearms of people were redacted for modesty; and in references to the eruption of Vesuvius in AD 79, 'AD' was redacted.

- Teachers' expectations of what pupils can attain in mathematics, particularly in younger year groups, are sometimes too low. Pupils sometimes repeat work that they have already done. Leaders' self-evaluation has recognised this and action is planned to address it.
- Learning activities sometimes lack challenge and do not meet pupils' needs, based on their prior learning.
- Teachers generally have high expectations of pupils' behaviour in class. Learning is purposeful and classroom routines are clearly understood. Pupils respond well and are keen to participate in activities.
- Teachers have strong subject knowledge. They show pupils how to use subject-specific vocabulary in speaking and writing effectively. This helps pupils to deepen their learning and make progress.
- Teachers question pupils effectively to check learning and develop their understanding of concepts. Teachers encourage a wide range of responses and pupils are eager to answer. For example, in a Year 4 science activity, the teacher's skilful questioning enabled pupils to secure their understanding of circuits in series and parallel and the effect of this on the brightness of a bulb.
- There are strong relationships between adults and pupils. This creates an encouraging learning environment and has a positive impact on pupils' participation and enjoyment of learning. Pupils are keen to ask and answer questions and present themselves as confident learners in class.

Personal development, behaviour and welfare

Inadequate

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is inadequate.
- Leaders have not ensured that there is a strong culture of safeguarding for pupils. The school's pupil survey indicates that pupils feel safe in school and that there is little bullying. The school's anti-bullying policy does not include all forms of prejudicial bullying, including homophobic bullying. There is no policy on cyber bullying. In Year 11, pupils learn about the dangers of the internet. Pupils are given no practical advice about how to stay safe. Inspectors were unable to speak to pupils about whether they feel safe in school.
- Leaders have not ensured that the school premises are safe when hazards occur. Pupils are at risk of harm and so this has a negative impact on their welfare.
- Inspectors' observations indicate that pupils are confident and get on well together. They are thoughtful and kind to each other and younger pupils.

Behaviour

- The behaviour of pupils is good.

- Inspectors looked at a range of evidence including observations in lessons and around the school. Discussions were held with leaders. Documents scrutinised included the school's parental survey and behaviour logs. There are clear procedures for managing pupils' behaviour and pupils can gain rewards for consistently good behaviour, punctuality and contribution to school life. This information suggests that pupils behave well over time. However, inspectors were not able to speak with pupils to gauge their views regarding behaviour.
- Pupils have positive attitudes to learning. They behave well in class and listen and concentrate well. Pupils are eager to learn, participate in activities and answer questions. Pupils' behaviour has a positive impact on their learning and progress.
- Pupils conduct themselves well around the school. They are unfailingly polite and respectful to staff and visitors in school. Pupils are aware of others around them, they self-manage the playground spaces well so that all groups can enjoy a range of activities, such as skipping and ball games.
- Pupils' attendance and punctuality are good. The school's own survey of pupils' views indicates that pupils enjoy coming to school.

Outcomes for pupils

Inadequate

- Outcomes for pupils are inadequate because pupils do not attain any qualifications at the end of Year 11. This is because of leaders' censorship policy. Pupils do not take any external examinations because leaders are unable to censor the examination material. The school's own internal examinations only have value within the community. Consequently, pupils' choice of how to progress to the next stage of their education is limited. Inspectors were unable to obtain any views from pupils about how this affects them.
- Pupils make strong progress in phonics. Leaders have successfully introduced a commercial phonics scheme. By the end of Year 1 pupils' understanding and application of phonics is broadly in line with their peers in other schools nationally.
- In writing, pupils make less progress than they should by the end of Year 3. Although their progress speeds up, by the end of Year 6 only the most able are attaining the standards expected of pupils nationally. Pupils' handwriting is a strength across year groups and they achieve well in this important life skill.
- Pupils make less progress in mathematics than in English. Leaders recognise this and have taken steps to improve the scheme of work. For example, they are now placing a greater emphasis on mental mathematics.
- By the end of Year 11 the standards of pupils' work appear to be broadly in line with national expectations in both English and mathematics.
- Pupils who have special educational needs (SEN) and/or disabilities are well supported in classes and in one-to-one sessions. These pupils make progress in line with their peers.
- Pupils attain a high level of technical skill in sewing. They design their own pattern features and create finished items which demonstrate a wide range of different skills and fabric techniques. Pupils apply mathematics consistently well in their designs. For example, they measure out pleats carefully so that they are identical.

Early years provision

Inadequate

- The early years provision is inadequate because the independent school standards in relation to health and safety, the management of risk and hence safeguarding are not met. This means that the school does not comply with the safeguarding and welfare requirements of the early years statutory framework. These failings have a negative impact on children's welfare.
- The provision meets all the learning and development requirements of the statutory framework. Children are happy and confident. They behave well and play well together and enjoy the range of activities and resources.
- Leaders use their assessment of children's progress effectively to plan learning activities. The balance of child-initiated and adult-led activities is well designed. Children are fully involved in activities which interest them.
- Children's creative work is particularly strong. They develop their motor skills and problem-solving with the construction resources and in outdoor play. Overall, adults ensure that there is an encouraging and supportive learning environment. They supervise children effectively.
- Leaders' work to engage parents is highly effective. Parents have regular communication with their child's key worker and with leaders. Parents visit for performances, receive weekly newsletters and play an active role in their child's learning and progress.
- Leaders are outward-looking and keen to do everything they can to improve the provision. They work effectively with the local authority, meet regularly and act upon advice. The headteacher has also visited other providers to identify ways in which she can enrich the learning environment for children.
- Children make good progress and are well prepared for Year 1. In 2017, the proportion of pupils reaching a good level of development was in line with the national figure for girls.

School details

Unique reference number	100291
DfE registration number	204/6242
Inspection number	10026268

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 category	Independent school
Age range of pupils	2 to 16
Gender of pupils	Girls
Number of pupils on the school roll	846
Number of part-time pupils	0
Proprietor	Bnois Jerusalem School
Chair	Mr Judah Wider
Headteacher	Mrs Miriam Landau
Annual fees (day pupils)	Paid on a voluntary basis
Telephone number	020 8800 5781
Website	The school does not have a website
Email address	admin@bnoisschool.co.uk
Date of previous inspection	7–8 February 2018

Information about this school

- Bnois Jerusalem Girls' School is an independent Orthodox Jewish day school for girls in the London Borough of Hackney. At present there are 846 pupils on roll. The school is registered for 850 pupils.
- The school occupies five large houses, 71 and 75–81 Amhurst Park Road in Stamford Hill. The buildings have been converted for educational use. On Getting Information About Schools (GIAS), 79 and 81 alone appear to be registered. However, the inspection history of the school confirms this is an administrative error and that all the premises are registered.

- The school is registered for pupils between the ages of two and 16. All pupils speak Yiddish as a first language. Pupils speak English as an additional language
- The school's previous standard inspection took place in February 2012 when the school was judged to be good.
- The school does not use any off-site educational provision for pupils.
- The school has a small number of pupils who have SEN and/or disabilities, including pupils with an education, health and care plan.
- Pupils study Jewish religious studies in the morning. This is taught in Yiddish. The secular curriculum is taught in English in the afternoon.

Information about this inspection

- The inspection was carried out with one day's notice.
- Inspectors visited classes across the school, including the early years provision. Some of these visits were made jointly with senior leaders.
- Inspectors scrutinised pupils' work in books.
- The lead inspector undertook a tour of the premises.
- Meetings were held with the headteacher, the health and safety manager, the special needs coordinators and the leaders of the early years, infant, junior and senior departments.
- The lead inspector met with a group of governors, including the chair of governors, representing the proprietor, the charity Bnois Jerusalem School.
- Inspectors considered the views of parents from the school's own parental survey and talked informally with parents attending a pupils' performance. There were no responses to the Ofsted online survey (Parent View).
- Inspectors considered the 12 responses to the Ofsted staff survey.
- Inspectors did not speak to pupils (or ask them any questions) during the inspection, at the request of parents. School leaders had received 285 letters from parents, many referring to more than one pupil in a family, with this request. Inspectors looked at these letters. Inspectors observed pupils in classes and around the school and considered the results of the school's own pupil survey.
- Inspectors scrutinised documentation, including records relating to safeguarding, behaviour, the curriculum and teaching, risk assessments, the maintenance of the premises and pupils' progress records.

Inspection team

Janet Hallett, lead inspector	Her Majesty's Inspector
David Davies	Ofsted Inspector
Lucy Nutt	Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if—
 - 2(1)(a) 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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are—
 - 2(2)(d) personal, social, health and economic education which—
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that—
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school—
 - 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor—
 - 5(a) 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;
 - 5(b) ensures that principles are actively promoted which—
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that—

- 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
- 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 10 The standard in this paragraph is met if the proprietor ensures 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.
- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 16 The standard in this paragraph is met if the proprietor ensures that—
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that 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.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that—
 - 32(1)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection and that body is given access to the school's admission and attendance registers.

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; and
 - 34(1)(c) actively promote the well-being of pupils.

The school must meet the following statutory requirements of the early years foundation stage

- 3.64 Ensure that leaders manage risk effectively.

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