

Beis Rochel d'Satmar Girls' School

51–57 Amhurst Park, London N16 5DL

Inspection dates

6–8 November 2018

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leadership and management require improvement. The quality of education is inconsistent and not all the independent school standards are met.
- Pupils' literacy skills in English are weak in the early years and key stage 1, particularly for boys.
- The sixth-form provision is inadequate. The programmes of study do not enable students to build on their prior attainment in key stage 4.
- Teaching, learning and assessment require improvement. There are weaknesses in teaching in the boys' department.
- Outcomes for pupils require improvement. Boys do not make enough progress.
- The provision for careers education, advice and guidance is not impartial, and does not enable pupils to fulfil their potential.
- Leaders segregate pupils by sex, without legal justification, which is in breach of the Equality Act 2010.

The school has the following strengths

- The headteacher and leaders have successfully created a school where every pupil is cared for and developed as an individual.
- Governors are ambitious and provide a high level of challenge to leaders, to support and hold them to account. Leaders' capacity to secure further improvement is strong.
- Pupils' behaviour and personal development and welfare are good. Pupils are enthusiastic, confident learners.
- By the end of Year 11, pupils make good progress and achieve well in their GCSE examinations. Pupils' attainment in mathematics and art is exceptionally high.
- The requirements of the statutory framework for the early years are met. Children are happy and safe.
- Safeguarding is effective.

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:
 - the range of subjects for pupils to study in key stage 4 and the sixth form continues to develop to meet their needs
 - respect for people of other faiths and cultures and who have different relationships and family groups is further developed
 - pupils have access to information about a wide range of careers and impartial guidance
 - leaders take responsibility for what is redacted in texts
 - leaders make sure that the school is compliant with the Equality Act 2010 by ceasing the practice of segregating pupils by sex.
- Improve teaching and learning in the boys' department by ensuring that teachers:
 - plan activities for pupils which meet their needs
 - sequence activities so that learning time is not wasted
 - use questioning to check pupils' understanding and encourage them to think more deeply about what they are learning.
- Improve outcomes for pupils, including for children in the early years, by ensuring that:
 - there are more opportunities for pupils to see, hear and speak English and apply their phonics knowledge.
- Improve the early years provision by ensuring that:
 - the quality of provision in the boys' department improves so that boys make stronger progress.
- Improve the sixth-form provision by ensuring that:
 - the programmes of study build on students' prior attainment in key stage 4.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because not all the independent school standards are met. In addition, there are weaknesses in teaching and in the delivery of the curriculum in the boys' department. As a result, boys do not make as much progress as girls. Pupils' literacy skills are not well developed.
- Since the last inspection, leaders have made significant improvements to the quality of education. The curriculum now covers all areas of learning. Science is taught in all year groups, and to GCSE level. Physical education (PE) has been strengthened with additional staff training and new staff appointed. Pupils experience technology in a range of subjects. For example, pupils use digital cameras to research and develop their concepts in art and design.
- Leaders have introduced English teaching, including implementing a commercial phonics programme into the early years and in Year 1. Previously, English was taught from Year 2 only. This new approach is having a positive impact. However, pupils' standard of literacy in English, in younger year groups, remains low, particularly in the boys' department.
- The headteacher and her team have the leadership skills and vision to continue to improve the school. The new school motto is 'Keep striving for better', and leaders clearly model this goal for other staff and pupils.
- The size of the school and its multiple sites present a challenge for leaders. However, they have been successful in reducing inconsistencies and poor practice in key areas, such as health and safety, safer recruitment, assessment and the monitoring of teaching. There is strong capacity in leadership to improve the school further.
- The provision for pupils' spiritual, moral, social and cultural development meets requirements. Pupils' spiritual development is a strength; pupils are reflective, respectful and empathetic. Pupils develop their cultural understanding in a range of subjects, such as history, art and geography, as well as Jewish studies. For example, Year 8 pupils produced some thoughtful reflections on the meaning of Remembrance Day for different nationalities. Leaders actively promote respect for the full range of protected characteristics, in line with the school's equality and diversity policy. For example, leaders emphasise respect and tolerance in the way they respond to pupils' questions about different types of family group.
- There is a rigorous process for observing lessons, scrutinising work and feeding back to teachers so that they can improve their teaching. This has had less impact in the boys' department because more time is spent on the Jewish curriculum, and there is less teaching of secular subjects.
- The school is in breach of its registration because the number of pupils on roll is 1,712, which is above the school's capacity of 1,475. It is not clear whether the Department for Education (DfE) has been informed. The accommodation and the systems for ensuring health and safety and the management of risk are fit for the increased number of pupils.
- On 'Get information about schools' (GIAS), the age range of pupils is 3–19. The age range on most previous reports, including the most recent report, states that the age range is 2–19. The school has not requested a change to its registration and so it is likely that this

is an error, rather than a breach of the school's registration. Leaders have informed the DfE. The school meets all the statutory requirements of the early years framework.

Governance

- Governors, led by the chair of governors, have changed their way of working since the last inspection. So, although not all the independent school standards are met, there has been considerable progress made. Governors hold leaders to account effectively, and take their responsibilities for health and safety, safeguarding, safer recruitment and pupils' performance seriously. All these aspects have improved.
- At the last inspection, the school's self-evaluation lacked rigour and did not focus sufficiently on pupils' learning and progress. This has now improved, while retaining the goal for every pupil to be happy and cared for as an individual. Governors have ensured that the curriculum covers the required areas of learning. All department leaders monitor teaching, and evaluate its effectiveness using the teachers' standards. The school is well resourced.
- The segregation of pupils by sex, for all classes and activities, in the early years, key stage 1 and 2, and Year 7 means that the school is in breach of the Equality Act 2010.
- The school arranges for text and images to be redacted. For example, in a Year 1 reading book, images showing bare arms were redacted. In a Year 11 geography textbook, text about the Ice Age was redacted. Inspectors could not find evidence about the impact of this on pupils' learning. However, governors do not have a redaction policy and were unable to inform the inspectors about who does the redaction, and what arrangements governors make to take responsibility for this.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has a safeguarding policy that meets requirements and is available to parents and carers on request. The recruitment checks on the suitability of staff and leaders to work with children are completed and recorded on the single central register. Leaders are knowledgeable about safer recruitment and are tenacious in following up any queries to ensure that pupils are safe.
- Leaders' pupil-centred approach to their work has enabled them to build a culture where systems are strong, and pupils are safe. The headteacher is the designated safeguarding lead. Each department has staff trained to the same level. Leaders are clear about how to respond to any concerns on their own site, and how to escalate these if needed. Staff are trained and know what to do if they have concerns. A pupil support officer monitors the playground at breaktimes and lunchtimes, so that any child on their own or who has a concern can be helped quickly. Leaders engage with the local authority children's services and other external agencies, when required.

Quality of teaching, learning and assessment

Requires improvement

- Teaching, learning and assessment require improvement because the quality of provision in the boys' department is weaker than in the girls' department. As a result, boys do not learn as well as girls, and they make less progress.

- In the boys' department, there is less time for the secular curriculum, and some aspects are delivered in a cross-curricular way, as part of the Kodesh curriculum. Sometimes, teachers do not plan and sequence learning activities for pupils which match their learning needs. Teachers do not check that pupils have understood the work, and the expectations of pupils in the secular curriculum are not high enough. Giving out equipment or telling jokes wastes too much learning time, for example. Boys do not have as many opportunities to speak, read and write English as girls have.
- Teachers' questioning is variable. Where questioning is strong, usually in the girls' departments, it enables pupils to reflect and deepen their knowledge and understanding. For example, in a Year 6 Yiddish class, the teacher's carefully constructed questions enabled pupils to brainstorm and, then, to rank in order the feelings of a character lost after a tsunami. Where teachers' questioning is weaker, pupils do not have enough time to reflect and compose answers.
- Teaching across the school's different departments has common strengths. There are strong relationships between pupils and teachers. This encourages pupils' positive attitudes to learning. Pupils are keen and enthusiastic learners.
- Teachers plan learning activities according to the curriculum plans and the assessment system and use resources effectively to support pupils' learning. Learning objectives and criteria for success are clear, and staff and pupils understand them. There is a clear focus on progress linked to the curriculum. Leaders' work on developing assessments has had a positive impact on pupils' progress.
- Pupils enjoy pair work and group discussions. These activities are inclusive, and teachers and pupils involve everyone, who are, in turn, very respectful of each other's contributions. They listen well and talk confidently to make their point.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils are confident learners. They are inquisitive, want to do well and were keen to talk to inspectors about what they were learning. They take great pride in their work.
- Boys and girls do not mix socially. However, separately in their different departments, they collaborate well in learning and recreational activities. They are respectful of each other's opinions and are self-aware. They manage games in the playground space successfully and are inclusive in their attitudes towards each other.
- Pupils' creative talents are successfully encouraged and developed, particularly in the girls' departments. Girls' art and display work is very high quality. Pupils plan and produce a 'year book', which includes a wide range of creative writing.
- Pupils are well cared for. The school's ethos of always focusing on pupils as individuals ensures that pupils are confident that adults can help them. A support officer is always in the playground to record any concerns, and leaders follow these up so that minor friendship and welfare issues are dealt with quickly.
- Pupils say they feel safe. There is very little bullying, and pupils have confidence in their teachers to act if they have any concerns.

Behaviour

- The behaviour of pupils is good.
- Pupils are well behaved in class and listen well. They have positive attitudes to learning and concentrate well on the tasks. Teachers set high expectations and pupils are clear about their learning. Pupils' behaviour has a positive impact on their learning. Expectations are high.
- The school environment supports pupils' learning effectively. There is almost no disruption. In the boys' department, there is some low-level or off-task behaviour. This is because of weaker teaching.
- Pupils' conduct is good. Pupils are polite and well-mannered.
- Attendance across the main school has improved year on year and is now above the national average. Pupils enjoy coming to school.

Outcomes for pupils

Requires improvement

- Outcomes for pupils require improvement. Boys make less progress than girls because of weaker teaching. Time set aside for the secular curriculum in the boys' department is less than in the girls' department and is used less effectively. Boys are working at below the expected level for pupils at the end of the key stages 1 and 2.
- In Year 1, both boys' and girls' knowledge of English remains limited. They are still learning letter sounds and simple 'consonant-vowel-consonant' words. In Year 2, work in girls' books shows that they make more progress. Boys make less progress because they have fewer opportunities to practise their speaking skills in English. Also, in the boys' department, there are far fewer visual examples of English, for example on display boards and notices.
- Throughout key stages 3 and 4, girls are working broadly in line with the expected level for pupils nationally, across a range of subjects. The proportion of pupils who attain a good pass in both English and mathematics is above the national figure.
- Girls' speaking skills in English are well developed. The positive learning environment and nurturing ethos builds their confidence effectively. Girls are encouraged to speak to audiences and debate different points of view maturely.
- Girls' work in English, geography and history shows that they make good progress in their writing. Girls' writing is thoughtful and considered. They express views and opinions clearly and fluently.
- The most able pupils make strong progress and attain highly. By the end of Year 11, the proportions attaining the top grades in a range of GCSEs, particularly in mathematics, geography and art, are well above national figures.
- Pupils with special educational needs and/or disabilities (SEND) make good progress, particularly in the girls' department. The strong focus on pupils as individuals and the well-organised leadership across the sites support this group of pupils effectively.

Early years provision

Requires improvement

- Leaders have ensured that all the requirements of the statutory framework are met. However, there is still significant work to do to improve children's literacy and ensure that the quality of the provision in the boys' school matches that of the girls' school.
- No children attained a good level of development in 2018. This is because children have weak literacy skills in English and so none attained the expected level. Children speak Yiddish at home and have no knowledge of English when they join the school. At the last inspection, children did not learn any English. Leaders have introduced English teaching and a phonics programme and children's literacy skills in English have improved. However, they are not ready to start Year 1. Children also start to learn Hebrew.
- The proportion of children reaching the expected level in the other areas of learning and development is broadly in line with the national average. Children's physical and personal development are strong and have been maintained since the last inspection.
- Leaders are passionate about improving the provision. Leaders have an accurate understanding of what an early years setting should look like. In addition to the development of English teaching, health and safety and safer recruitment procedures are robust and effective. Leaders work effectively with the local authority (LA). They attend training and the LA officer visits regularly. This professional link has had a positive impact on children's well-being and learning.
- There is still some confusion over the leadership of the early years in the boys' department. Leaders on site are not as knowledgeable about early years teaching and provision. Less use is made of the outdoor area for learning. Training for staff other than leaders lacks clarity and purpose, particularly in the boys' department.
- Leaders have developed strong links with parents and carers. Parents are involved in the development of children's profiles. Parents' feedback is positive and assessment practice is strong.
- Children are eager to learn. They are confident and behave well. They learn and play well together. The learning environment, particularly in the girls' department, is vibrant and interesting for children.
- Safeguarding is effective. All safeguarding and welfare requirements are met.

Sixth form provision

Inadequate

- The sixth-form provision is inadequate because the courses offered do not allow pupils to build on their prior attainment. For example, the oil painting course is not accredited and does not build on pupils' creativity and exceptional performance in art at GCSE. Students copy artists' work instead. The sixth-form provision does not meet their needs.
- The range of subjects is too narrow. There are very few level 3 qualifications. Pupils can only study mathematics, accounting and business studies. Sometimes, other A levels are available, but these are offered in the evening.
- Students' programmes of study include other activities. These activities are well resourced, and students enjoy them. However, they are not accredited courses. For example, students learn floristry with fresh flowers and floristry materials. A professional

florist teaches the course, but it does not lead to a recognised professional qualification.

- Where students do take A levels and other academic or vocational qualifications, they make strong progress and attain highly. Students' mathematical and English skills, particularly their speaking skills, are well developed.
- Leaders have acted on the weaknesses identified in the last inspection. At that time, there were no level 3 courses. Leaders have developed these and broadened the curriculum. Leaders monitor teaching regularly and give feedback to staff. The improvements brought about by leaders have had a positive impact on the quality of teaching and learning in the sixth form. However, there are still significant improvements needed to increase the standard and breadth of the programmes of study on offer.
- Students have opportunities for voluntary work, and some have work experience with a variety of employers within the community. Some students return to the school's younger departments as teachers. About 20% of the cohort leave to get married before taking any qualifications. Leaders were unable to provide a list of destinations, other than all leavers going into employment or voluntary work. The careers programme is not impartial.
- Students get on very well together. They enjoy studying and socialising. The idea of respect is a strong, consistent thread through their personal, social, health and economic (PSHE) education course, and has a strong impact on their attitudes to learning and personal development.

School details

Unique reference number	100293
DfE registration number	204/6296
Inspection number	10034880

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	3 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Girls
Number of pupils on the school roll	1,721
Of which, number on roll in sixth form	187
Proprietor	Jacob Farankel
Chair	Rabbi Samuel Lew
Headteacher	Elka Katz
Annual fees (day pupils)	Fees are variable, depending on the ability of parents and carers to pay
Telephone number	020 8800 9060
Website	The school does not have a website
Email address	admin@beisrochelschool.co.uk
Date of previous inspection	2–4 June 2015

Information about this school

- Beis Rochel d'Satmar Girls' School is an independent Orthodox Jewish day school for boys and girls in the London Borough of Hackney.
- The school is registered for pupils between the ages of 3 and 19. Boys are admitted between the ages of 3 and 12. Girls are admitted across the age range. There are currently 1,712 pupils on roll.

- The main school site for girls in Year 4 to Year 11 occupies a purpose-built site in Amhurst Park, Hackney. The boys' school site is in Bethune Road, Hackney. Other school sites are the girls' early years and Year 1 in Cazenove Road, Hackney, the girls Year 2 and Year 3 in Warwick Grove, Hackney and the girls' sixth form in Rookwood Road, Hackney.
- The school's last standard inspection took place in June 2015, when the school was judged to be inadequate. Many independent school standards in parts 1, 3, 4, 5 and 8 were unmet. The school had a progress monitoring inspection in July 2016, when all the unmet standards were met.
- The school operates a policy of segregation by sex across the early years, key stage 1 and 2, and Year 7. The boys' department is in a separate building to the girls' departments. Pupils are segregated for classes and all other activities. The policy causes the following detriment to pupils: boys and girls cannot learn and socialise together. Also, the quality of the teaching in the boys' department is lower than in the girls' department. Given this detriment, the policy constitutes direct discrimination contrary to the Equality Act 2010. Leaders intend to de-amalgamate the departments into separate schools. They intend to do this ready for January 2019. At the time of the inspection, leaders had not yet started this process formally with an application for a material change. However, they have indicated their intention to the Department for Education (DfE).
- Several significant practical changes have been put in place. A chair of governors for the boys' school has been appointed, and a headteacher and additional leaders have also been appointed. Separate policies, bespoke to the planned boys' school, have been drawn up. The single central record and admissions record have been set up, so that they are ready for the de-amalgamation.
- The school does not use any off-site educational provision for pupils.
- The school has 244 pupils with SEND, including 16 pupils with an education, health and care plan.
- Pupils study Jewish religious studies (Kodesh) in the morning. This is taught in Yiddish. The secular curriculum (Chol) is taught in English in the afternoon. There are further classes in Yiddish in the afternoon for boys.

Information about this inspection

- The inspection was carried out with one day's notice.
- Inspectors visited classes across the school sites, in all year groups, including the early years provision and the sixth form. Some of these visits were made jointly with senior leaders.
- Inspectors scrutinised pupils' work in books and in class and corridor displays.
- Meetings were held with the headteacher and the leaders of the different departments. Inspectors met with the special educational needs coordinators, the assessment coordinator, the careers coordinators and the subject curriculum advisers.
- The lead inspector met with two governors, including the chair of governors, representing the proprietor.
- Meetings were held with the educational consultant working with the school and the local authority early years adviser.
- Inspectors considered the views of parents from the school's own parental survey and met with a parent at her request. There were 12 responses to the Ofsted online survey (Parent View).
- Inspectors considered the three responses to the Ofsted staff survey.
- School leaders had received over 900 letters from parents, many referring to more than one pupil in a family, with the request that inspectors did not to speak to pupils or ask them any questions. From the morning of the second day of the inspection, leaders and governors allowed inspectors to speak to pupils in classes. Inspectors asked pupils questions about their understanding of what they were learning, careers, safety, behaviour and bullying.
- Inspectors scrutinised documentation, including records relating to safeguarding, behaviour, health and safety, the curriculum, teaching and pupils' attendance and progress.

Inspection team

Janet Hallett, lead inspector	Her Majesty's Inspector
James Robinson	Ofsted Inspector
David Davies	Ofsted Inspector
Clementina Aina	Ofsted Inspector
Paul Copping	Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are:
 - 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)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs.
- 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 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.

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