

Beis Ruchel Girls School

11 Norton Street, Salford, Greater Manchester M7 4AJ

Inspection dates

4 July 2019

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)(a), 2(2)(d)(ii), 5(b)(vi)

- At the previous standard inspection, these standards were not met. This was because inspectors found that the curriculum that pupils studied, including personal, social and health education (PSHE), did not provide them with sufficient opportunities to learn about people with different sexual orientations and gender identities, as set out in the 2010 Equality Act.
- The action plan that school leaders submitted to the Department for Education (DfE) in March 2019 was judged to be not acceptable. This was because the plan did not clearly identify how the school intended to develop pupils' understanding of the specific characteristics relating to gender identity and sexual orientation. Furthermore, the action plan did not contain appropriate measurable success criteria that clearly identified the impact of the intended actions on the development of pupils' understanding.
- Leaders presented the most recent action plan to the inspector during his visit. It now cites all the protected characteristics, including sexual orientation and gender, in the context of promoting a culture of respect and anti-bullying across the school. This includes carrying out risk assessments if any pupil is vulnerable to bullying based on any of the protected characteristics. Pastoral support will be provided where needed.
- In the action plan, there is a general reference to protected characteristics. This is included in an action to adopt a whole-school programme to education in PSHE, entitled 'Unity within Diversity'. However, individual protected characteristics, including those concerning sexual orientation and gender, are not specifically mentioned in this context. The current success criteria do not show how well pupils' understanding of these protected characteristics will improve as a result of leaders' actions.
- Leaders promote a constant theme of respect and tolerance for all people, regardless of their protected characteristics. Leaders feel that, because of this, they have addressed the relevant independent school standards. However, they have not.
- Leaders confirmed that the current scheme of work for PSHE does not include work that encourages understanding and respect specifically for the protected characteristics of sexual orientation and gender. Leaders, along with parents, feel that it is inappropriate

to teach pupils at this stage of their schooling about those characteristics. Such teaching is not in keeping with the school's faith and beliefs. Leaders also refused the inspector permission to talk with pupils about how they learn about different sexual orientations and matters related to gender.

- Leaders are engaged in a review of how they encourage respect and understanding for people with regard to sexual orientation and gender. Leaders have made some progress on this. However, pupils do not experience learning that gives them a sufficient understanding of these matters. Consequently, the school does not currently meet the standards contained in these paragraphs.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 32(1)(c)

- The school's policy on safeguarding is appropriate and follows the government's current guidelines. In the absence of a website, leaders advertise the policy's availability through newsletters to parents and on a display in the entrance area in the school.
- Staff are well trained in safeguarding. They know the signs and symptoms of abuse and are alert to changes in pupils' demeanour. Staff spoke knowledgeably about the extra support that is available to pupils, such as counsellors to support their emotional welfare. There are effective systems in place to report any concerns about pupils; leaders respond promptly to these. Records are suitably detailed and well organised.
- Two new members of staff have joined the school since the previous standard inspection. Leaders have ensured that they continue to make all the necessary checks on their staff. Leaders continue to keep their single central record of these checks up to date and compliant with the government's requirements.
- Leaders have a secure understanding of the safeguarding procedures around managing allegations against members of staff. There have been no such allegations since the last standard inspection.
- The school has a suitable plan that details how leaders will make sure that they increase the participation in the curriculum for disabled pupils. The plan also refers to improving these pupils' access to the learning environment and to information relevant to their learning and welfare.
- The standards in these paragraphs are met.

Part 8. Quality of leadership in and management of schools

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

- At the previous standard inspection, this standard was not met, because leaders did not ensure that the school met all the independent school standards. Specifically, the curriculum that they provided, including PSHE, did not give pupils sufficient opportunities to learn about people with different sexual orientations and gender identities, as set out in the 2010 Equality Act.
- Leaders submitted an action plan to the DfE in March 2019. It was judged to be not acceptable. This was because the plan did not clearly identify how the school intended to

develop pupils' understanding of the specific characteristics relating to gender identity and sexual orientation. Furthermore, the action plan did not contain appropriate measurable success criteria that clearly identified the impact of the intended actions on the development of pupils' understanding.

- A more recent action plan, which the inspector saw during his visit, is an improvement on the first. It now cites all the protected characteristics, including sexual orientation and gender. This is within the context of promoting a culture of respect and anti-bullying across the school.
- However, individual protected characteristics, including those concerning sexual orientation and gender, are not specifically mentioned in the context of the scheme of work for PSHE. Furthermore, the success criteria in the most recent plan do not show how well pupils' understanding of these protected characteristics will improve as a result of leaders' actions.
- The standards in these paragraphs remain unmet.

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.

School details

Unique reference number	136086
DfE registration number	355/6057
Inspection number	10107322

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	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	140
Number of part-time pupils	0
Proprietor	Mr B Krausz
Chair	Mr B Krausz
Headteacher	Mrs E Krausz
Annual fees (day pupils)	Agreed with proprietor on admission
Telephone number	0161 708 8383
Website	None
Email address	mrstauber@beisruchel.co.uk
Date of previous standard inspection	11–13 July 2018

Information about this school

- Beis Ruchel Girls School was established in 1996. It is situated in the heart of the Jewish community in Salford, North Manchester. It is an independent Haredi (strictly orthodox) Hasidic Jewish school for girls between the ages of 11 and 16.
- Most of the girls belong to the Satmar Hasidic community. Some come from other Hasidic groups or Litvish or Sephardi backgrounds. The large majority of pupils come from Yiddish-speaking homes and speak English as an additional language. Kodesh (religious studies) is taught in the morning, in Yiddish. Chol (secular studies) is taught in the afternoon, in English.

- The proportion of pupils with special educational needs and/or disabilities is below average.
- The school does not have a website. Policies are provided for parents when pupils register at the school. Leaders also advertise the availability of policies in school newsletters and in a display in the school building.
- The school does not use alternative provision.

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 that 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.
- The inspection took place over one day and was unannounced. It was the school's first progress inspection since the school was judged to require improvement in January 2019.
- The school submitted an action plan to the DfE, which was evaluated as unacceptable in March 2019.
- The inspector made short visits to observe teaching and learning in four classes.
- The inspector met with the proprietor, a member of the governing body, senior leaders and other members of staff. He also spoke with an external safeguarding trainer and a representative of the local authority.
- The inspector looked at school documentation, including the school's latest action plan and policy documents. He looked at the single central register, the school's safeguarding policy and safeguarding procedures.

Inspection team

Mark Quinn, lead inspector

Her Majesty's 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

- 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; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9].

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(b) ensures that principles are actively promoted which–
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in 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.

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