

Beis Rochel d'Satmar Girls' School

51–57 Amhurst Park, London N16 5DL

Inspection dates

6 November 2019

Overall outcome

The school does not meet the independent school standards relevant to the material change. The material change has already been implemented

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2, 3, 4

- The school's written curriculum policy is appropriate for the two to 19 age range of the school. Suitable schemes of work for each subject are in place. Teachers produce appropriate medium-term plans in the Kodesh and secular subjects, setting out what they want pupils to learn.
- Leaders have responded well to the recommendation from the previous inspection to provide careers guidance to pupils of secondary school age. A careers guidance officer has been appointed who has drawn up a suitable action plan. Pupils now receive appropriate careers guidance to help them make better decisions about their future. Pupils in key stage 4 benefit from work experience opportunities so that they are introduced to the world of work.
- Pupils gain appropriate accreditations in a range of subjects, including English and mathematics. Most pupils achieve well in GCSE examinations, in particular English, mathematics, humanities and art. The choice of courses for students in the sixth form has expanded as a result of a partnership with two local colleges.
- The school actively promotes fundamental British values. Pupils have thought about how the values relate to their own lives and experiences, for example democracy and the rule of law. Year 11 pupils were assessing the impact of a four-day working week in preparation for taking part in a mock general election.
- Suitable provision, which is age-appropriate, is made for some aspects of personal, social, health and economic (PSHE) education. Much of this has a positive impact on pupils' personal development across the school. This is reflected, for instance, in the range and depth of artwork that pupils have produced, reflecting on important events in history. However, the PSHE education programme does not pay sufficient attention to the protected characteristics as set out in the Equality Act 2010. Some of the characteristics are omitted altogether. In addition, inspectors were not allowed to speak freely with pupils to elicit their knowledge and understanding about what they have learnt from PSHE education in school.

- The heads of section lead on teaching, learning and assessment. They ensure that staff are well prepared to teach pupils in the different parts of the school. Clear systems and expectations for planning work and for delivering effective teaching are in place across all key stages.
- The teaching plans have aims which are appropriate to the age of the pupils. Teachers support pupils to acquire new knowledge and make suitable progress. The school has purchased good-quality resources to support the academic and personal development of younger pupils.
- The school has an assessment system in place which teachers use to track the progress of the pupils. The assessments check the pupils' knowledge against the expectations in the national curriculum.
- Standards in this part are not likely to be met by the school if the Department for Education (DfE) decides to approve implementation of the material change.

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

Paragraph 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c)

- Leaders did not allow inspectors to talk to pupils on their own. Therefore, it was not possible to gain a full insight into pupils' personal development and their depth of understanding about cultures other than their own.
- Recorded evidence shows that pupils have opportunities to learn about other cultures, for example 'international week' that took place in the primary school last summer. Pupils reflect on the deeper meaning of historical events, for instance those associated with Remembrance Day. Pupils' interesting thoughts and reflections are displayed in many parts of the school.
- The school has strong policies and procedures about external speakers and organisations. They are carefully vetted by leaders and the proprietor to make sure that pupils are not exposed to any extremist views.
- Leaders do not ensure that pupils are made aware of all the protected characteristics as set out in the Equality Act 2010. This limits their understanding of the reality of modern Britain.
- Standards in this part are not likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a), 7(b), 11, 12, 14, 16

- The school has a comprehensive safeguarding policy which is implemented effectively. This policy has regard to the latest guidance issued by the Secretary of State, 'Keeping children safe in education', October 2019. It is available to parents and carers on request. The school's safeguarding culture is strong.
- Staff receive regular updates on safeguarding issues. All training for staff, including the designated safeguarding lead, is up to date. Leaders ensure that induction procedures are thorough and include safeguarding training and relevant information.

- The school has an appropriate range of health and safety policies, applied across its four sites. Leaders ensure that the necessary checks take place frequently. For example, the school's records confirm that regular checks are made on fire equipment and emergency lighting to ensure pupils' safety and welfare.
- The school complies with the relevant fire safety regulations. Leaders ensure that checks on fire safety equipment, such as fire extinguishers, take place regularly. All checks undertaken are duly recorded, including actions that need to be addressed.
- Leaders consider the supervision of pupils carefully. They take account of the number of pupils on roll and of pupils' individual needs to plan the level of supervision required to keep pupils safe. They have suitable plans in place in readiness for an increase in capacity so that supervision remains appropriate and effective.
- The school's risk assessment policies are up to date. The school has written risk assessments for each part of the school, for instance classrooms, toilets and the kitchen. Risk assessments are also in place for educational and extra-curricular activities. They include an assessment of identified risks and the actions required to reduce them.
- Leaders have ensured that standards in this part are likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 4. Suitability of staff, supply staff and proprietors

Paragraphs 18(2)(a), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(2)(f), 18(3), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(3), 20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i), 21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)

- The school's recruitment processes are thorough and secure. Leaders follow the safer recruitment guidance in 'Keeping Children Safe in Education' (September 2018). For example, they only recruit staff who have been subject to rigorous pre-employment checking.
- The chair of governors closely oversees staff to make sure that leaders conform to the highest standards of recruitment. Staff with different responsibilities work together to share appropriate information about recruitment and pre-employment checking.
- The school records pre-employment checks in a suitable manner on the single central record. The single central record is clear and easily accessible to authorised staff. It covers all staff in the four sections of the school.
- Leaders maintain training records to ensure that staff are inducted well and in a timely manner. The induction programme offers a suitable training programme to ensure safety.
- The standard is likely to be met if the material change is granted.

Part 5. Premises of and accommodation at schools

Paragraphs 23(1), 23(1)(a), 23(1)(b), 23(1)(c), 23(2), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- All four buildings are well maintained and clean. Signage throughout the school is effective. This includes information about health and safety, safeguarding and fire notices.
- Classrooms are tidy, clean and bright. Regular premises checks identify potential hazards and action is taken swiftly to ensure pupils' welfare, health and safety.
- The provision of toilets and washing facilities meets requirements. There is hot and cold water at suitable temperatures. Pupils have access to drinking water, which is labelled.
- All sections of the school have a medical area with appropriate facilities for short-term care if pupils are unwell or injured. First-aid equipment is stored safely and is easily accessible. A bed and washing facilities are available if required.
- All sections of the school have sufficient space for pupils to play outside. The outside space in the sixth-form section is currently out of bounds due to the building of a new computer suite. All relevant health and safety precautions have been undertaken.
- Leaders have ensured that standards are likely to be met by the school if the DfE decides to approve implementation of the material change.

Part 8. Quality of leadership in and management of schools

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

- Since the previous inspection, leaders have responded swiftly to the need to de-amalgamate the school. The process has already been implemented efficiently. The right structures are in place to lead and manage all four sections of the school appropriately.
- Leaders have improved the quality of provision for careers education and guidance. The school now meets the relevant standard in Part 1.
- Leaders have a strong grip on matters relating to safeguarding and pupils' welfare. This remains a priority for the school.
- However, leaders do not ensure that all pupils are made aware of all the protected characteristics in an age-appropriate way. Leaders did not allow inspectors to speak to pupils on their own to explore how their knowledge and understanding have developed as a result of the school's PSHE education curriculum. Therefore, standards in this part are not likely to be met by the school if the DfE decides to approve implementation of the material change.

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 are relevant to the material change.

School details

Unique reference number	100293
DfE registration number	204/6296
Inspection number	10126194

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Other independent school
School status	Independent school
Proprietor	Jacob Farankel
Chair	Rabbi Samuel Lew
Administrator	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 standard inspection	6–8 November 2018

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	2 to 19	2 to 19	2 to 19
Number of pupils on the school roll	1,162	1,475	1,475

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed in 2–3 year-old provision; girls 4–19	Mixed in 2–3 year-old provision; girls 4–19

Number of full-time pupils of compulsory school age	905	1,475
Number of pupils with special educational needs and/or disabilities	121	260
Of which, number of pupils with an education, health and care plan	12	25
Of which, number of pupils paid for by a local authority with an education, health and care plan	0	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	26	Not applicable
Number of part-time teaching staff	177	Not applicable

Information about this school

- Beis Rochel d'Satmar Girls' School is an independent Orthodox Jewish day school for girls in the London Borough of Hackney.
- The school is registered for pupils between the ages of two and 19. Boys are admitted only between the ages of two and three. There are currently 1,172 pupils on roll.
- The main school site for girls in Year 4 to Year 11 is a purpose-built site in Amhurst Park, Hackney. Other school sites are the early years and Year 1 in Cazenove Road, Hackney, the Year 2 and Year 3 site in Warwick Grove, Hackney and the girls' sixth form in Rookwood Road, Hackney.
- The school's last standard inspection took place in November 2018, when the school was judged to require improvement. A number of independent school standards in parts 1 and 8 were unmet.
- The school does not use any off-site educational provision for pupils.
- The school has 121 pupils with special educational needs and/or disabilities, including 12 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.

Information about this inspection

- The inspection was carried out with two days' notice.
- This was a material change inspection because the school was splitting into two separate establishments to meet the requirements of the Equality Act 2010. The commissioning authority asked inspectors to report against the following independent school standards: paragraphs 2, 3, 4, 5, 7, 11, 12, 14, 16, 34; and all paragraphs of Parts 4 and 5.
- At the time of the previous inspection, the boys' department was a part of the same school but completely segregated and housed in a separate building in Bethune Road, Hackney. On arrival to the school for the current inspection, inspectors found that the de-amalgamation had already happened. This process started immediately after the school's application for a material change. Therefore, the material change has already been implemented.
- Inspectors toured all four sites of the school, jointly with leaders, to evaluate the suitability of the premises and safeguarding arrangements across the school.
- Inspectors visited some classes across the school sites, including the early years provision and the sixth form. These visits were made jointly with leaders.
- Meetings were held with the school administrator and the leaders of different departments.
- Inspectors met with two governors, including the chair of governors, representing the proprietor.
- Inspectors scrutinised documentation, in particular records relating to safeguarding, health and safety, and the curriculum.

Inspection team

Nasim Butt, lead inspector	Her Majesty's Inspector
Maureen Okoye	Ofsted Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in 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(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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