

# Inspection of Beis Trana Girls' School

186 Upper Clapton Road, London E5 9DH

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Inspection dates: 3–5 March 2020

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Early years provision

**Requires improvement**

Overall effectiveness at previous inspection

Inadequate

Does the school meet the independent school standards?

**No**

## **What is it like to attend this school?**

Pupils love to learn at Beis Trana. Leaders have made sound progress in improving pupils' literacy and mathematical skills, from the early years to the end of Year 11. However, the quality and impact of the curriculum in other secular subjects are too variable. In practice, this means that pupils do not learn the content of some subjects in enough depth.

Pupils' home language is Yiddish, but they learn English quickly. Most are fluent bilingual speakers by the time they start Year 4. Older pupils speak confidently and eloquently; they are able to sustain intelligent conversations about different topics. However, pupils' knowledge and understanding of religions other than their own are limited. This was an area for improvement in the previous inspection. Pupils are courteous and well behaved. Pupils know about different types of bullying and the long-term harm it can cause. They told us that bullying is very rare, and school records support this. However, the school does not meet its obligations to promote respect for people with different characteristics.

Pupils told us that they trust staff and hold their teachers in high regard. The school site is secure, and pupils feel at home here.

## **What does the school do well and what does it need to do better?**

Leaders and governors have worked on most of the recommendations from the previous inspection. As a result, the school now provides a better quality of education. However, leaders and governors have not have ensured that all the independent school standards are met.

Leaders want the best for all pupils. Staff share this same commitment to support pupils, in particular those with special educational needs and/or disabilities. That said, leaders do not spend enough time planning strategically.

Some secular subjects are better organised and planned than others. Teachers usually plan the order in which concepts are taught well in English and mathematics. However, leaders do not consider well enough how learning should be organised in an all-through school, from Reception to Year 11, in every subject. This means that pupils do not build on their knowledge as effectively as they could.

Pupils' learning in mathematics is a strength. The well-designed mathematics curriculum is successfully delivered through effective teaching. Through repeated practise, pupils secure their knowledge of how and when to use important operations. They use this knowledge to think more deeply about harder problems. In a few other subjects, the curriculum does not build on what pupils already know. Leaders are acting to put things right in geography. This is not the case in all subjects, however. Subjects such as science and history are not as far ahead as mathematics, English and geography.

Mathematical development in the early years is stronger than in literacy. Adults in the Nursery do not take enough opportunity to develop children's language. They allow children to answer in single words or simple phrases. This prevents children from developing a wide vocabulary and communicating as well as they could do. Even so, many begin to catch up in Reception and reach a good level of development.

In the main school, reading is given a higher priority than in the past, although again there is more to do. Leaders have introduced a clear scheme to develop pupils' fluency in early reading. Pupils read regularly. Leaders keep a close check on pupils' progress in phonics. They ensure pupils read books that match their phonics ability. Adults provide additional support for pupils who need extra help. They help younger pupils develop confidence and fluency. Teachers are working to extend pupils' knowledge and understanding of subject vocabulary.

Children feel safe and happy because staff are encouraging and helpful. Children play confidently and nicely with their friends, taking turns and sharing. They especially love singing together in the weekly music time.

Pupils raise money for charity and visit the elderly in their local community. Personal, social, health and economic (PHSE) education raises their awareness of a range of cultures and traditions around the world. For instance, pupils talked to us knowledgeably about the cultural identity of the United Arab Emirates. However, they have a limited understanding of the belief systems of the major religions represented in Great Britain. Furthermore, the curriculum does not provide pupils with sufficient knowledge and understanding to encourage respect for people with protected characteristics, as defined by the Equality Act 2010.

Governors ensure that the school is appropriately staffed. Subject leaders are given ample time to coach and mentor teachers to improve their ability to teach the subject better. Governors hold leaders to account, for example through reviewing a particular area of the school's work. However, the reviews are more checks on compliance rather than on evaluating the quality of education.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a culture where keeping children safe has high priority. All safeguarding arrangements are fit for purpose and records are well maintained. Staff are suitably trained and know what to do if they have any concerns about a child. Referrals are made to the relevant outside agencies when any concerns arise.

Even though technology is not used in the school, leaders ensure that pupils learn about the benefits and risks of the internet and wider social media. As a result, pupils know the danger signs, and the precautions they need to take to keep themselves safe.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- Leaders and governors must ensure that they meet all of the independent school standards by fulfilling their obligation to encourage respect for people identified as having protected characteristics, as defined by the 2010 Equalities Act.
- When planning the curriculum, leaders have not thought enough about how content in some subjects is sequenced. Consequently, pupils do not develop their knowledge in some secular subjects as effectively as they might. Leaders need to ensure that what is planned and taught to younger pupils prepares them well for new learning later in the school.
- Leaders' action plans do not identify the steps they need to take to improve learning across the school. Consequently, it is difficult for governors to hold them to account. Leaders and governors should work together to create and monitor an effective strategy for improving the quality of education provided for pupils from the early years to Year 11.
- Adults in the Nursery do not routinely take opportunities to develop children's language. They do not encourage children to speak in full sentences. Adults should model the use of sophisticated language, in full sentences, so that children are immersed in rich and varied vocabulary.
- Pupils have superficial knowledge of the major religions represented in Great Britain. This knowledge is acquired mainly in the context of the wider Kodesh curriculum, but is not taught and learned in depth. Leaders should ensure that there is a well-planned and systematic approach to developing pupils' knowledge and understanding of other faiths. This was also identified as an area to improve in the previous inspection.

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## School details

<b>Unique reference number</b>	131342
<b>DfE registration number</b>	204/6400
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10123205
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 16
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	281
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Beis Trana School
<b>Chair</b>	Jacob Koenig
<b>Headteacher</b>	Sarah Kuflik
<b>Annual fees (day pupils)</b>	£4.500
<b>Telephone number</b>	0208 815 8000
<b>Website</b>	The school has no website
<b>Email address</b>	<a href="mailto:btschool@btconnect.com">btschool@btconnect.com</a>
<b>Date of previous inspection</b>	3–5 July 2018

## Information about this school

- Beis Trana School is an independent day school for girls aged from three to 16 from Charedi Jewish families. It opened in 1995 and is situated in the Stamford Hill area of London. The school abides by the standards set by the Rabbinat of the Union of Orthodox Hebrew Congregations.
- Kodesh (religious studies) is taught in the mornings in Yiddish, and Chol (the secular curriculum) is taught in English in the afternoons.
- The school was inspected in July 2018, when it was judged to be inadequate. A follow-up progress monitoring inspection was undertaken in September 2019, when all standards not met in the previous full inspection were judged to have been met.
- The school does not use any alternative provision.

## Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- We met with the compliance officer, heads of the three sections of the school and several subject leaders. We also held discussions with a governor, who represented the chair of the proprietorial body.
- We met with the designated leader for safeguarding, looked at records, and scrutinised the school's safeguarding practice. Inspectors also met with pupils, in the presence of a staff member.
- We observed pupils' behaviour throughout the school day and spoke to staff about pupils' personal development. We also held discussions with a representative group of 13 pupils to discuss the quality of education the school provides. This was also in the presence of a staff member.
- The inspection included a deep focus on reading/English, mathematics, geography and PSHE. We met with subject leaders and pupils, visited lessons, talked with teaching staff and looked at pupils' work. Leaders of the Kodesh curriculum were involved in discussions about PSHE. Other subjects were also considered as part of this inspection, including science, history and physical education.

## **Inspection team**

Nasim Butt, lead inspector

Her Majesty's Inspector

David Davies

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school failed to 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)(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)(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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Piccadilly Gate  
Store Street  
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