

Ateres Beis Yaakov Primary School

27 Green Lane, Hendon, London NW4 2NL

Inspection date

21 July 2021

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

All paragraph

- Leaders have developed suitable curriculum policies. Pupils are likely to be taught a wide range of subjects. Leaders intend for pupils to develop their independent thinking skills. For instance, in mathematics, pupils will be encouraged to give reasons for their strategies and solve problems.
- A phonics programme will be used to support pupils to develop their early reading. Pupils will be encouraged to read widely. Teachers will focus on supporting pupils' language development through regular story times, including in the early years. Leaders intend to include books which will help pupils to explore different cultures.
- Leaders plan to use religious and secular lessons to help deepen pupils' learning. For example, in history, plans include pupils learning about Jewish history and the achievements of the Ancient Egyptians.
- Pupils will have regular physical education (PE) lessons. PE plans indicate that pupils will be encouraged to learn about movement, including through dance. Pupils will have access to swimming lessons using the facilities of a local school. Leaders intend to encourage the development of pupils' artistic skills. All pupils will take part in art projects.
- In the early years, plans indicate that children will be encouraged to interact with their environment. This includes through play-based and outdoor learning. Curriculum plans indicate that children will learn about all areas of learning.
- Leaders plan to take into account pupils' different starting points, including pupils with special educational needs and/or disabilities. Leaders plan to have regular assessment opportunities. Teachers will use the information from these assessments to plan according to pupils' needs.
- The personal, social, health and economic (PSHE) programme emphasises pupils' understanding of social and mental health. The PSHE curriculum will be taught in lessons and as part of assemblies.

- This part of the independent school standards is likely to be met.

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

All paragraphs

- Suitable plans exist for the development of pupils' spiritual, moral, social and cultural development. These include opportunities for pupils to explore different views, including through debating and drama sessions. For instance, plans include pupils discussing the impact of deforestation on the environment. Teachers will encourage pupils to develop their public speaking skills.
- Leaders place a high priority on pupils going on regular visits. Pupils will have opportunities for outdoor learning, including visiting zoos and garden centres. In the early years, children will learn about the role of local shops, including the post office and bakeries. Pupils will be encouraged to learn about the local area, for example understanding how to take different modes of transport.
- A suitable behaviour policy will support pupils' understanding of right from wrong. Pupils will be taught about the role of public institutions. For instance, pupils will learn about the role of the mayor and visit museums. Leaders intend for pupils to take up responsibilities, including through the election of a school council. Plans outline how leaders will support pupils' understanding of democracy and the rule of law.
- Teachers will encourage pupils to learn about different cultures. Plans include pupils exploring the lives of important historical figures. For example, pupils will learn about Nelson Mandela and black history. Pupils will explore different festivals, including the Chinese New Year. Pupils will learn about different cultures alongside learning about their own history and culture.
- This part of the independent school standards is likely to be met.

Part 3. Welfare, health and safety of pupils

All paragraphs

- Leaders are aware of their statutory responsibilities. They know the importance of keeping pupils safe. The school's safeguarding policy is updated with the latest guidance. It is available to parents on request. Leaders have clear procedures about how to induct new staff. This includes sharing the school's code of conduct and whistleblowing procedures. Leaders are knowledgeable about how to use external agencies should they have any concerns.
- The school's behaviour and anti-bullying policies are appropriate. Incidents of misbehaviour are likely to be logged accordingly. The behaviour policy aims to promote the use of praise and positive reinforcement.
- Detailed policies exist for the welfare and safety of pupils, including for health and safety, fire safety and risk assessments. Leaders have in place clear systems for regular safety checks of the school's site. Arrangements for the provision of first aid are well understood. These include training for first aiders.
- This part of the independent school standards is likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

All paragraphs

- The single central record is maintained electronically. It contains the relevant checks and relevant information completed for the chair of the proprietor body, the business manager, the head of early years, governors and members of teaching staff.
- This part of the independent school standards is likely to be met.

Part 5. Premises of and accommodation at schools

All paragraphs

- The proposed site is well maintained. It has been refurbished recently to a high standard. The school is well-lit and welcoming. Classrooms are spacious for the intended number of pupils.
- Toilets and washing facilities are likely to meet requirements. A medical room is likely to be suitable for the treatment of pupils. The site has suitable sound insulation and lighting. Hot water does not pose a scalding risk.
- The proposed school has a small, outdoor play area. Leaders plan for pupils to use a nearby park for additional outdoor play opportunities. Suitable risk assessments exist.
- The independent school standards in this part are likely to be met.

Part 6. Provision of information

All paragraphs

- The school does not have a website. All policies are likely to be available to parents on request.
- The school has plans for parents to receive suitable reports on aspects of their children's education.
- This part of the independent school standards is likely to be met.

Part 7. Manner in which complaints are handled

All paragraphs

- The complaints policy provides parents with clear guidance. This includes how leaders intend to deal with concerns at different stages. The policy has suitable timescales to ensure complaints are handled efficiently.
- This part of the independent school standards is likely to be met.

Part 8. Quality of leadership in and management of schools

All paragraphs

- Leaders are knowledgeable about education and safeguarding. They have a broad range of experiences. Leaders aim to provide pupils with a rich and balanced curriculum. They aspire to develop pupils academically, emotionally and socially. They have a clear vision of what they intend for pupils to learn. Curriculum policies are detailed and well understood.

- Leaders have developed a clear leadership structure. This includes the use of a governing body. Governors have a range of expertise. They understand how to hold leaders to account for the quality of their work.
- Leaders plan for regular development of staff, for instance in early years, phonics and the wider curriculum. Leaders intend to develop staff's expertise through working with external bodies.
- The independent school standards in this part are likely to be met.

Schedule 10 of the Equality Act 2010

- The proposed school has a suitable accessibility plan in place. Leaders have considered arrangements for pupils and visitors to access the school site.

Statutory requirements of the Early Years Foundation Stage

- Leaders are knowledgeable about the safeguarding and learning requirements in the early years. They understand how to plan for pupils to access all areas of learning. Leaders know the importance of suitable premises and equipment to aid children's learning and development. Leaders have suitable qualifications to oversee children in the early years.
- The statutory requirements in this part are likely to be met.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	148652
DfE registration number	302/6020
Inspection number	10195985

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent day school
School status	Independent school
Proprietor	Ateres Beis Yaakov Limited
Chair	Aryeh Melinek
Headteacher	Mrs Michelle Taub
Annual fees (day pupils)	£3,300
Telephone number	020 8059 6528
Website	None
Email address	office@ateresby.co.uk

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	5 to 11	5 to 11
Number of pupils on the school roll	Not applicable	Up to 40	Up to 40

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Girls
Number of full-time pupils of compulsory school age	Not applicable	Up to 40
Number of part-time pupils	Not applicable	0

Number of pupils with special educational needs and/or disabilities	Not applicable	0
Of which, number of pupils an education, health and care plan	Not applicable	0
Of which, number of pupils paid for by a local authority with an education, health and care plan	Not applicable	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	7
Number of part-time teaching staff	Not applicable	3
Number of staff in the welfare provision	Not applicable	0

Information about this proposed school

- Ateres Beis Yaakov Primary School intends to provide education for up to 40 Orthodox Jewish girls aged between five and 11 years. The premises are located in the London Borough of Barnet.
- The proposed school aims to provide pupils with a rich and exciting curriculum which is balanced and helps to develop pupils holistically.
- The school has never operated and plans to open in September 2021 to an initial intake of approximately 25 pupils.
- The proposed school has no plans to make use of any alternative or off-site provision.

Information about this inspection

- This is the proposed school's first pre-registration inspection. The registration authority commissioned Ofsted to consider whether the school was likely to comply with the independent school standards and associated requirements.
- The inspector held discussions with the chair of the proprietor body, the head of school, the business manager, the deputy head teacher and two governors.
- Documentation relating to safeguarding, the curriculum, fire safety, health and safety and the suitability of staff was scrutinised, alongside other policies and procedures.

Inspection team

Noeman Anwar, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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