

Bnois Jerusalem Girls School

71, 75-81 Amhurst Park, London N16 5DL

Inspection date

9 February 2022

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

Paragraphs 2(1), 2(1)(a), 2(2), 2(2)(d), 2(2)(d)(ii) and 2(2)(i)

- The previous progress monitoring inspection in March 2021 found some improvements in the quality of curriculum planning. However, schemes of work were still patchy. They were not well developed in Years 1 to 3. In addition, the content of the secular curriculum remained narrow. For example, teaching about the scientific theories behind the origins of life was completely omitted. It was reported that leaders were giving consideration to introducing recognised qualifications for pupils to take by the end of Year 11. At the time, pupils continued to be disadvantaged by having a limited choice for further and higher education. The previous inspection also reported that some of the protected characteristics did not feature in any part of the school's curriculum.
- This inspection found the secular curriculum to be improving. Curriculum advisers, subject leaders and teachers have worked together effectively to design and resource thorough, well-sequenced schemes of work in all the required areas of learning, for all year groups.
- Some aspects continue to be omitted from the curriculum. As examples, reproduction and any alternative theories to creationism are not allowed to be spoken about or taught, as per the school's religious teachings.
- Pupils continue to have some subject choices from Year 10 in sewing or art and, from August 2021, finance. Leaders have not introduced formal, recognised qualifications and have no intention of doing so. Pupils complete internal examinations, for example using past GCSE examination papers, which are marked independently. Leaders said that they adopt this approach to remove the risk of pupils coming across questions and content in unseen examination papers that leaders may deem to be inappropriate or offensive. Pupils receive grades from their internal examinations which are recognised by the seminaries they progress to after Year 11. Therefore, the curriculum remains narrow, and pupils continue to be limited in having alternative options for further education.
- Leaders and governors were absolutely clear with the inspector that any mention of some of the protected characteristics is a 'red line' that will not be crossed. The teaching of religions, faiths and beliefs other than pupils' own is also forbidden.

- The requirements of this independent school standard remain unmet.

Paragraph 3, 3(f)

- The previous inspection found that a limited range of fiction books had been introduced in the library that pupils were only just beginning to access. The promotion of reading for pleasure remained in the very early stages of development.
- This inspection found there to be many more English fiction books available to pupils than before. These are more actively accessed by pupils. Leaders intend to invest further by buying more books and making them more accessible to pupils, for example by relocating them from the library area into classrooms. Governors have also invested significantly in classroom resources, including specialist textbooks (to replace textbooks where content is redacted), equipment for science experiments and toys in the early years.
- This independent school standard is now met.

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

Paragraph 5, 5(a), 5(b), 5(b)(v) and 5(b)(vi)

- At the previous inspection, leaders were clear that meetings with pupils must not include any discussion about the full range of protected characteristics.
- This was also the case during this inspection. Leaders and governors were again clear that any mention of some of the protected characteristics is a 'red line' that must not be crossed. Pupils are not taught about religions, faiths and beliefs other than their own. This restriction of information limits pupils' knowledge and understanding of wider society and, therefore, their preparation for life in modern Britain.
- The requirements of this independent school standard remain unmet.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a) and 7(b)

- Pupils are well cared for. They said that they have trusted adults they can go to for help and guidance. They feel safe in their school. Staff are suitably trained, vigilant and prioritise pupils' well-being. Arrangements for the management of concerns, disclosures and allegations are suitable.
- The school's safeguarding policy reflects the latest statutory guidance.
- This independent school standard continues to be met.

Paragraph 15

- With effect from 24 September 2021, the registration authority placed a restriction order on the school. This restriction order means that leaders are not permitted to add any new pupils to the admission register from this date. As part of this inspection, the registration authority commissioned Ofsted to check that the school was compliant with the restriction order placed on it.
- Leaders stated they have complied with the restriction order. No new pupils have been added to the admission register since 24 September 2021. However, leaders added new pupils to their admission register before the 24 September 2021 cut-off date, even though some of those pupils were not due to start attending the school until as recently

as January 2022. Therefore, some new pupils have joined the school when they should not have done so. This represents a breach of the restriction order. Leaders have not made sure that the admission and attendance registers are maintained in line with the requirements in this part.

- This independent school standard is not met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(c)

- As at previous inspections, in the absence of a website, the safeguarding policy is readily available in hard copy.
- This independent school standard is met.

Part 8. Quality of leadership in and management of schools

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

- The previous inspection found that leaders had been very slow to make all the changes required as consistently recommended in previous inspections. For example, leaders continued to restrict what pupils can learn in secular subjects. The curriculum remained limited in scope. Leaders had not ensured that the independent school standards were met consistently.
- Significant time, money and collaboration have been put into improving the quality of the curriculum since the previous inspection. Leaders are clear about the further improvements they intend to make to the curriculum and early years provision. However, leaders and governors said that the religious restrictions on curriculum coverage and references to some of the protected characteristics remain, in their view, non-negotiable. As a result, leaders have no plans to bring about the required improvements in these areas.
- The independent school standard in this part remains unmet.

Statutory requirements of the early years foundation stage

Paragraphs 2(2)(b) of the independent school standards and 1.12 of the previous statutory framework for the early years foundation stage

- The teaching of early reading in English had started in Reception two months before the previous inspection. Children were learning phonics, focusing on a single sound, for just one lesson each week. This was insufficient.
- This inspection found the teaching of phonics to have improved. Children in Reception now receive a daily phonics session, using the same phonics programme taught in Year 1. Children are now developing and consolidating their early reading skills at a more reasonable pace than was previously the case. Pupils in Year 1 could read simple sentences clearly and articulately to the inspector, using their phonics knowledge.
- These previously unmet requirements are now met.

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. 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	100291
DfE registration number	204/6242
Inspection number	10213901

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	Orthodox Jewish day school for girls
School status	Independent school
Age range of pupils	2 to 16
Gender of pupils	Girls
Number of pupils on the school roll	804
Number of part-time pupils	0
Proprietor	Bnois Jerusalem School
Chair	Judah Wider
Headteacher	Mrs M Landau
Annual fees (day pupils)	Variable and voluntary
Telephone number	020 8800 5781
Website	None
Email address	admin@bnoisschool.co.uk
Date of previous standard inspection	10 to 12 December 2019

Information about this school

- Bnois Jerusalem Girls School is an independent Orthodox Jewish day school for girls aged two to 16 in Hackney, London.
- The school's last standard inspection took place in December 2019. Since then, a progress monitoring inspection was conducted in March 2021, when some independent school standards were again judged to be unmet.
- Since 24 September 2021, the school has been subject to a restriction order from the Department for Education (DfE). This means that leaders are not permitted to admit any new pupils to the school from this date.

- The school makes no use of 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 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.
- This was the school's second unannounced progress monitoring inspection since its last full inspection.
- The focus of the inspection was to check whether the school complied with particular requirements within parts 1, 2, 3, 6 and 8 of the independent school standards and one of the 'Statutory framework for the early years foundation stage' requirements. The DfE also asked the inspector to consider the school's compliance with the current restriction on admitting new pupils and compliance with the admission and attendance register requirements.
- Inspection activities included meetings with leaders, governors, teachers and pupils. The inspector reviewed a range of documents, including curriculum plans, policies and teaching resources. He also listened to some Year 1 pupils reading.
- There were no recent responses on Ofsted Parent View to consider.

Inspection team

James Waite, lead inspector

Ofsted 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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(d) personal, social, health and economic education which-
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

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(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b) ensures that principles are actively promoted which-
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - 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.

Standards that were met at the previous inspection but are now judged to not be met at this inspection

Part 3. Welfare, health and safety of pupils

- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].

The school now meets 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)(b) that pupils acquire speaking, listening, literacy and numeracy skills.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range.

Early years foundation stage

- Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read (requirement 1.12 from the statutory framework published prior to the latest version).

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted
© Crown copyright 2022