

Inspection of Beis Ruchel Girls School

87 Devonshire Street, Salford, Manchester M7 4BE

Inspection dates: 12 to 14 July 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Early years provision

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils and staff are proud of being part of Beis Ruchel Girls School. Pupils told inspectors that this school is a friendly place to learn and to grow spiritually. They value their education.

Staff have high expectations of what pupils can and should achieve. This includes pupils with special educational needs and/or disabilities (SEND). Staff expect every pupil to achieve well and they are successful at making this happen. Pupils benefit from teachers who encourage them to embrace education. Pupils told inspectors that they love learning.

There are similar expectations for how well children learn in the early years. Children learn and develop a wide range of knowledge and skills. However, leaders have not ensured that the standard of cleanliness in the early years is acceptable for children in the Nursery and Reception classes.

Pupils behave well across the school, including children in the early years. Pupils are friendly, polite and respectful towards adults and each other. Pupils said that bullying is extremely rare. If it should happen, pupils know that adults will deal with any issues immediately.

Pupils said that they feel happy, safe and well supported in school. They value the positive relationships that they have with staff.

Pupils enjoy a range of extra-curricular activities. However, pupils do not have sufficient opportunities to learn about cultures and religions which are different to their own.

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

Leaders have made significant improvements to the quality of education since the previous inspection. Overall, they have created an ambitious curriculum that meets most pupils' learning needs. Leaders have ensured that the curriculum, including in the early years, is well designed. In the main, staff think carefully about the knowledge, skills and understanding that pupils need to succeed academically. However, a small number of curriculum subjects are less well developed than others.

In those subjects that are slightly less well designed, the order of the knowledge that teachers want pupils to learn is not as clear as it should be. Occasionally, this hinders some pupils' ability to get the most out of the curriculum on offer. Nevertheless, most pupils achieve well at Beis Ruchel Girls School. This is because staff have created a broad, balanced and ambitious curriculum which prepares pupils well to be successful in the future.

Teachers explain things clearly to pupils, including to children in the early years. They ensure that pupils make connections between different concepts, topics and

real-life experiences. Teachers provide pupils with suitable opportunities to revisit and recap important learning. They skilfully use assessment information to check pupils' understanding of topics and concepts, and to inform future learning.

Reading is a priority throughout the school. Pupils told inspectors that they love the books that they read and the stories that their teachers read to them. Pupils said that reading 'improves your writing and vocabulary' and it is 'calming and relaxing'.

Children get off to a good start with learning to read in the early years, despite many children speaking very little English when they join the school. In the Nursery class, children love the stories that their teachers read to them in Yiddish and in English. In the Reception class, children learn letters and sounds and how to blend them together to make words.

Overall, pupils learn to read well. However, there are some minor inconsistencies in how teachers deliver the phonics programme in the early years and in key stage 1. Occasionally, this hinders a few pupils' acquisition of their phonics knowledge. Nonetheless, pupils, including those who struggle with their reading, become increasingly confident readers by the time they leave key stage 1. Adults help pupils to catch up quickly.

In the early years, staff build strong, trusting relationships with children, including with two-year-olds. Staff successfully encourage children to count, to play, to explore and to enjoy the stories that they hear. However, the learning environment is not maintained to a high enough standard. It is unclear and appropriate risk assessments on the suitability of the building are not carried out diligently enough by leaders. Some of the resources available to children are of poor quality, which hampers their ability to achieve more highly.

Staff identify the additional needs of pupils with SEND in an accurate and timely manner. Pupils with SEND are given the support that they need to access the curriculum and they experience success. Leaders ensure that these pupils have the same opportunities to access the curriculum as their classmates.

Pupils, and children in the early years, have positive attitudes to learning. Disruption in lessons is rare. Pupils respond positively to the rewards that they receive for trying their best. The school is a harmonious environment in which pupils can learn effectively.

Most aspects of pupils' personal development are woven throughout school life. Pupils are given many opportunities to develop as citizens. They grow their talents by planning celebration events, by performing in the school show and by supporting in the local community. However, some pupils do not get enough opportunities to gain a sufficiently deep understanding of different societies and other world religions. On occasions, this hinders how well some pupils are prepared for life in modern Britain.

The building for the Year 1 to 6 pupils is well maintained, clean and appropriately resourced. There is outdoor space for pupils to get fresh air at breaktimes. The outdoor space is also suitable for regular physical education sessions.

Other than in the early years, leaders have ensured that they follow health and safety requirements and that they complete adequate risk assessments. They also adhere to fire regulations. Policies, including the school's safeguarding policy, are available to parents and others in the school prospectus and upon request.

Leaders keep parents well informed. The complaints policy is fully compliant. Leaders have a suitable plan in place that describes how pupils with a disability can take part fully in the school's curriculum.

The proprietor has not ensured that all the independent school standards (the standards) are met. However, there are effective systems in place to ensure that school leaders are held to account for the quality of education that the school provides.

Staff are proud to work at the school. They feel well supported by leaders, including with managing their workload.

Safeguarding

The arrangements for safeguarding are effective.

Despite the cleanliness and maintenance issues identified in the early years, which can be rectified quickly, the overall culture of safeguarding is secure. Leaders and staff appropriately prioritise the safeguarding of all pupils. Leaders ensure that all required safeguarding policies and procedures are in place and that everyone knows how to put them into practice.

Staff are well trained in how to spot pupils who may be at risk of harm. They act quickly if they are concerned about a pupil. Pupils are supported well in school and timely referrals are made to external agencies, when required.

Leaders work in close partnership with parents to safeguard pupils. Leaders ensure that pupils learn about different risks in a way that is age-appropriate and sensitive towards tenets of their faith.

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

- In a small number of subjects, leaders have not considered exactly what pupils should learn and in what order. This hinders some pupils from achieving as highly as they could. Leaders should finalise the curriculum content in these remaining few subjects to ensure that teachers know exactly what knowledge pupils must learn.

- There are some minor inconsistencies in how the phonics programme is delivered by staff. On occasion, this hinders how quickly some pupils acquire their phonics knowledge and understanding. Leaders need to ensure that adults across the whole school are consistent and confident in their delivery of phonics to children in the early years and to pupils in key stage 1.
- Some pupils do not have sufficient age-appropriate opportunities to learn about different world religions and cultures. On occasion, pupils miss out on opportunities to gain a deeper understanding of the similarities and differences between other cultures and religions and their own. Leaders must ensure that pupils learn in depth about different world religions and cultures. This is so that pupils are better prepared for life in modern Britain.
- The proprietor has not ensured that all the standards are met. The provision in the early years is poorly maintained, unclean and not appropriately resourced. Leaders must address the deficiencies in the early years learning environment. This is so that they meet all the standards, and so that children can benefit more fully from the curriculum that they are being offered.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	130286
DfE registration number	355/6040
Local authority	Salford
Inspection number	10210328
Type of school	Jewish faith school
School category	Independent
Age range of pupils	2 to 11
Gender of pupils	Girls
Number of pupils on the school roll	307
Proprietor	Mr B Krausz
Headteacher	Mrs E Krausz
Annual fees (day pupils)	£3,380
Telephone number	0161 795 1830
Website	None
Email address	mrskrausz@jnrbeisruchel.co.uk
Date of previous inspection	22 to 24 January 2019

Information about this school

- Since the previous standard inspection in January 2019, the school has moved to a new site in January 2021. Pupils in Years 1 to 6 are taught in a spacious, purpose-built prefabricated building.
- Children in the early years foundation stage (EYFS) are taught in a separate building on the same site as the older pupils. These children are housed in an old school building which was part of the original school formerly occupying the site.
- The material change inspection for the new accommodation took place in December 2020.
- The school offers provision for two-year-old children.
- The school does not use any alternative provision.

Information about this inspection

Inspectors 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.

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors spoke with the headteacher, the head of curriculum, the curriculum adviser, the head of early years and the special educational needs coordinator. Inspectors also spoke to the anti-bullying officer and the staff with oversight of safeguarding arrangements.
- An inspector met with the proprietor.
- Inspectors reviewed a range of documentation, including that relating to the independent school standards, the curriculum, school improvement, safeguarding and the checks undertaken on newly appointed staff.
- Inspectors considered the responses to Ofsted Parent View. Inspectors also considered the responses to Ofsted's staff survey and spoke to members of staff about their well-being and workload.
- There were no responses to the pupil survey. However, inspectors spoke with some pupils about their work and school life. All meetings with pupils were carried out in the presence of a member of staff. The questions that were asked of the pupils were agreed with the headteacher.

- An inspector talked with pupils about the books that they like to read. The inspector also heard pupils read.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, English and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also spoke to leaders about the curriculum in some other subjects.

Inspection team

Sue Eastwood, lead inspector

Her Majesty's Inspector

Ian Young

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 3. Welfare, health and safety of pupils

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

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; and
 - 34(1)(c) actively promote the well-being of pupils.

Statutory requirements for the Early Years Foundation Stage

- 3 The Safeguarding and welfare requirements.

Safety and suitability of premises, environment and equipment safety

- 3.55 Providers must ensure that their premises, including overall floor space and outdoor spaces, are fit for purpose and suitable for the age of children cared for and the activities provided on the premises. Providers must comply with requirements of health and safety legislation (including fire safety and hygiene requirements).

Risk assessment

- 3.65. Providers must ensure that they take all reasonable steps to ensure staff and children in their care are not exposed to risks and must be able to demonstrate how they are managing risks⁶³. Providers must determine where it is helpful to make some written risk assessments in relation to specific issues, to

inform staff practice, and to demonstrate how they are managing risks if asked by parents and/or carers or inspectors. Risk assessments should identify aspects of the environment that need to be checked on a regular basis, when and by whom those aspects will be checked, and how the risk will be removed or minimised.

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