

Inspection of Beis Trana Girls' School

186 Upper Clapton Road, London E5 9DH

Inspection dates: 5 to 7 July 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

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 enjoy school and join in enthusiastically with their lessons. They behave well, showing care and respect towards each other, their teachers and visitors. Older pupils act as 'buddies', helping younger pupils to feel safe. Incidents of bullying are rare. Pupils know how to report any concerns they have, and have confidence that staff will resolve them quickly.

Pupils are kept safe while in school. However, the proprietor and school leaders have not fulfilled their statutory safeguarding responsibilities relating to pupils leaving the school roll. This means that these pupils may be at risk of going missing from education.

The curriculum is ambitious in most subjects and is planned with the aim of helping pupils to produce work of a good quality. The curriculum is enriched by a programme of educational visits. Pupils have enjoyed outings to the Science and Ragged School museums as well as to the local wetlands centre.

Despite studying a range of subjects, pupils achieve very few formal or recognised qualifications by the time they leave the school. This limits their readiness for the next stage of their education, employment or training.

Pupils have opportunity to take on additional responsibilities. For example, they enjoy organising whole-school events such as sports competitions and the annual production.

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

Reading begins in the early years, where children enjoy listening to a range of stories that build their vocabulary. However, there is limited opportunity for children to practise and apply their spoken language. Staff have been trained to teach phonics with precision. As a result, pupils eventually learn to read key sounds accurately. However, in Reception and Year 1, sounds are introduced too slowly. This means that pupils take longer to learn them than is expected by the school's phonics programme. Teachers supplement the main reading programme with another resource, which uses a different approach to teaching early reading. This confuses some pupils, especially those who struggle to read. Weaker readers are not consistently reminded how to break down words and sound them out. This means that they struggle to read fluently.

In most subjects, the planned curriculum matches the scope and ambition of what is expected nationally. In these subjects, leaders have identified the important concepts that they want pupils to learn. These have been well sequenced so that pupils revisit and revise ideas over time. This helps staff to assess what pupils have remembered before applying it to more difficult learning.

For example, in mathematics, children in the early years practise counting each day. This supports pupils in the primary phase to add, subtract, multiply and divide with confidence. Older pupils use this knowledge to solve complex problems involving powers, indices and scale factors. Similarly, in geography, children in the early years learn to describe their surroundings. This helps pupils as they get older to talk about the location of places around the world. They then learn about the physical geography of different landscapes before learning about the impact of human activity on these environments.

However, in some subjects and phases, the curriculum is less well implemented. In the primary phase, for example, teachers do not always teach the planned curriculum. In these instances, pupils do not learn or remember important knowledge.

Pupils with special educational needs and/or disabilities are accurately identified. Leaders work effectively with outside agencies to ensure that pupils receive the support they need. This helps staff to make adaptations so that these pupils access the same curriculum as their peers, wherever possible.

The curriculum has been designed to support aspects of personal development. For example, pupils understand factors that affect their physical and mental health. They have learned about the contributions of Martin Luther King and Malala Yousafzai to democracy, civil rights and equality.

The personal, social, health and economic (PSHE) education curriculum does not encourage respect for other people. Pupils are not taught about all the ways that people can be different and that these differences are protected by law.

Older pupils have received careers advice and guidance and have completed work experience within the Chasidic community. The careers adviser has produced helpful information about potential roles and the qualifications needed. However, pupils have not had access to a wide enough range of information to make informed decisions about the next steps available to them.

Leaders have produced an appropriate policy and curriculum for relationships and sex education (RSE). However, this has not been fully implemented in the secondary phase. Secondary-age pupils are not taught about the different types of relationships that people may have and the legal rights of those with protected characteristics. This means that pupils are not prepared well for life in British society. The requirement to have regard to the relevant statutory guidance for RSE is not met. Inspectors were asked not to speak with secondary-age pupils about this aspect of the curriculum during the inspection.

The proprietorial and governance boards, along with school leaders, have an over-generous view of the school's effectiveness. They have not identified the key weaknesses that need to be addressed. They have not, therefore, prioritised the right things to improve. Leaders have not ensured that all the independent school standards are met.

Staff appreciate the support they receive to develop professionally and to manage their workload. This includes training within school as well as the opportunity to work with other educational settings.

The school complies with schedule 10 of the Equality Act 2010. The statutory requirements of the early years foundation stage framework are met.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders have not followed statutory guidance in relation to sharing all relevant information with the local authority when a pupil of compulsory school age is removed from the admission register. Leaders were unaware of their duty to do so. This increases the risk of these pupils going missing from education.

Leaders have procedures for assessing and managing risks. Many of these are fit for purpose, for example those related to fire and electrical safety. However, leaders were unaware of their duty to ensure climbing frames in the playground are serviced regularly. As a result, this equipment is in poor condition and poses potential danger to the health and safety of pupils. Classrooms are well organised. Staff supervise pupils appropriately and make sure equipment, such as the sewing machines, is used safely.

Staff understand how to report any concerns they have about pupils' safety. This is because they have been well trained. Leaders seek advice from external agencies to ensure that any pupils who need support receive it in a timely way.

The curriculum has been designed to help pupils to stay safe. Outside speakers work with pupils to help them understand road safety, 'stranger danger' and how to stay safe online. For example, pupils understand the concept and implications of developing a digital footprint.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders have not fulfilled all their statutory duties relating to safeguarding. Pupils leaving the school roll part way through their education are at risk of becoming missing from education and, therefore, may not be kept safe. Leaders must notify and provide the local authority with all the required information when any pupil is removed from the school's roll part way through their education. Leaders must also ensure that procedures for assessing and managing risks are consistently applied. This will help leaders to ensure that all aspects of the premises are safe and suitable for pupils.
- The provision of PSHE education does not encourage respect for all people, including those with protected characteristics. The planned RSE curriculum is not

fully implemented. Secondary-age pupils are not taught about different types of relationships. Leaders should ensure that the provision of PSHE education and RSE meets the requirements of the independent school standards and has regard to the relevant statutory guidance. They should ensure that pupils are prepared well for life in British society.

- Teachers in the primary phase do not always fully implement the planned curriculum. This means that pupils do not develop the knowledge they need to tackle more complex ideas later on. Leaders should check that the planned curriculum is implemented fully in all subjects so that pupils are well prepared for the next stage of their education.
- Teachers use more than one early reading programme. This confuses some pupils, particularly the weaker readers. Leaders should ensure that there is fidelity to a single programme and staff follow this programme's expectations consistently. This will ensure that pupils learn sounds and words in the same order and progress through the programme at the expected pace. Leaders should also ensure that weaker readers are routinely taught, and expected, to break down words to sound them out. This will support them to become more fluent readers.
- Pupils receive a narrow range of careers guidance, so are not sufficiently aware of the range of options available to them. Leaders should ensure pupils receive a wider range of impartial careers advice and support. This will ensure they are better equipped to make decisions about the next stage of their education employment or training.
- There are limited opportunities for children in the early years to practise and apply their spoken language. This limits their language development. Leaders should ensure that the early years curriculum gives sufficient focus to the development of children's vocabulary and language.

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School details

Unique reference number	131342
DfE registration number	204/6400
Local authority	Hackney
Inspection number	10193537
Type of school	Other Independent School
School category	Independent school
Age range of pupils	3 to 16
Gender of pupils	Girls
Number of pupils on the school roll	268
Number of part-time pupils	0
Proprietor	Beis Trana School
Chair	Jacob Koenig
Headteacher	Sarah Kuflik
Annual fees (day pupils)	£3,900
Telephone number	020 8815 8000
Website	The school has no website
Email address	info@beistranaschool.co.uk
Date of previous inspection	3 to 5 March 2020

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 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 the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors completed deep dives in these subjects: reading, mathematics, geography and PSHE. To do this, they met with leaders, had discussions with staff, visited lessons and looked at pupils' work. Other subjects were considered as part of this inspection.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school's effectiveness.
- Inspectors met with senior leaders, teachers and the compliance officer.
- Inspectors met with the proprietor and one member of the governing board.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils. Inspectors also toured the premises and looked at documentation and policies to check compliance with the independent school standards.
- There were no responses from pupils or staff and insufficient responses from parents to Ofsted's surveys. The views of pupils, parents and staff were gathered through discussions.
- Inspectors were asked not to speak to pupils about some aspects of the curriculum for RSE. Inspectors took this into account when reaching the judgements for personal development and leadership and management.

Inspection team

Nick Turvey, lead inspector

His Majesty's Inspector

Jo Brinkley

Ofsted Inspector

Jonathan Newby

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if the proprietor-
- 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[9];
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that-
 - 2(2)(e)(i) is presented in an impartial manner;
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities, and experiences of life in British society.
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools.

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 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that-
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and

- 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

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.

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