

Inspection of Beis Ruchel Girls School

11 Norton Street, Salford M7 4AJ

Inspection dates: 22 to 24 November 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

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 describe life at Beis Ruchel Girls School as being part of one big family. Leaders have successfully created a positive learning culture which encourages pupils to be happy, friendly and to grow spiritually.

Leaders have high expectations of pupils' learning and behaviour. 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 are enthusiastic about their studies and appreciate how teachers make learning interesting for them.

Pupils behave well. They are attentive in lessons and are thoughtful and courteous to each other. Relationships between staff and pupils are warm and respectful. Pupils feel safe because they are confident that staff will help them if needed or if they are worried. Any instances of bullying are dealt with immediately.

Pupils' knowledge and understanding of the full variety of people in modern Britain are limited. Staff do not teach some of the protected characteristics as set out in the Equality Act 2010. These include sexual orientation, gender reassignment and some aspects of religion and faith.

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

Leaders have created a broad, balanced and ambitious curriculum that meets most pupils' learning needs. Leaders have ensured that the curriculum is well designed. In the main, staff have thought carefully about the knowledge, skills and understanding that pupils must learn to succeed academically. However, a small number of curriculum subjects are less well developed than others.

In the subjects that are slightly less well designed, the knowledge that teachers want pupils to learn and the order in which they should learn it are not as clear as they should be. Occasionally, this stops some pupils from learning as well as they could.

Nevertheless, most pupils achieve well at Beis Ruchel Girls School. This is because staff have created a curriculum which prepares pupils well to be successful in the future. At the end of key stage 4, pupils achieve strong GCSE results, many gaining the highest grades.

Teachers are knowledgeable and passionate about their subjects. This motivates pupils and they talk eagerly about their learning. Teachers explain things clearly to pupils. They 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 an important feature of school life. Since the previous inspection, leaders have introduced weekly whole-class reading opportunities for all pupils. In these sessions, teachers model reading with fluency and accuracy. They demonstrate the power of intonation in reading.

Pupils are encouraged to talk about and understand what they are reading with increasing comprehension and critical analysis. Pupils told inspectors that they love the books that they read. They said that reading improves your imagination and vocabulary and that it broadens your mind. Leaders are also keen to continue to invest in good-quality reading books for pupils.

Teachers are quick to identify pupils who find reading more difficult. These pupils are well supported by adults. This builds their confidence and quickly increases their fluency in reading.

Staff identify the 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 as their classmates.

The school is a calm environment in which pupils learn effectively. Pupils were eager to tell inspectors how they earn rewards for trying their best. Older pupils actively support and mentor those pupils who are lower down the school.

Some aspects of pupils' personal development are successfully woven throughout school life and taught formally through the Kodesh (Jewish faith) curriculum. For example, pupils learn about different British values, such as democracy and the rule of law. Teachers give pupils opportunities to develop as citizens through charity work. Older pupils take responsibility for planning and organising special events, such as performances or projects, which also promotes their wider personal development. Pupils demonstrate high levels of respect towards each other and towards adults.

Conversely, pupils are limited in their knowledge and understanding of diversity and the differences that exist among people in modern British society. In particular, leaders do not teach about the full range of protected characteristics as set out in the Equality Act 2010. Therefore, pupils are not as prepared for life in modern Britain as they should be.

Since the previous inspection, leaders have made some improvements to the careers education, information, advice and guidance on offer to pupils. This includes some helpful information for pupils about potential options for their future careers. However, pupils have limited opportunities to explore potential different careers first hand, for example through work experience. This hinders a few pupils in making informed choices about their future career paths.

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

Leaders have ensured that they follow health and safety requirements, including fire regulations and risk assessments. Leaders keep parents well informed about their work to improve the school.

Policies, including the school's safeguarding policy, are available to parents and carers in the school prospectus and upon request. The complaints policy is fully compliant. The school has a suitable accessibility plan that describes how pupils with SEND take part fully in the school's curriculum.

The proprietor has not ensured that all the independent school standards (the standards) are met. Specifically, the proprietor has not ensured that all the standards that pertain to fulfilling the requirements related to the protected characteristics, as set out in the Equality Act 2010, are met. These include sexual orientation, gender reassignment and some aspects of religion and faith.

The governing body, which includes the proprietor, holds leaders to account effectively for their work to improve the curriculum. The governing body has an accurate understanding of the school's strengths and the areas that require improvement. 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.

Leaders and staff are well trained and knowledgeable about keeping pupils safe. The procedures in place to identify and report concerns are well understood by all staff. Staff pass on any concerns they may have about the well-being and safety of pupils.

Leaders are appropriate advocates for all pupils, including vulnerable pupils and their families. Where safeguarding needs are identified, leaders provide timely support. Leaders engage well with external agencies, when needed.

Pupils learn how to keep themselves safe. They know what to do if they have a concern about any aspects of their safety and well-being. This includes how to deal with inappropriate social media, such as texting.

Leaders work in close partnership with parents to safeguard pupils. They ensure that pupils learn about different risks in a way that is age-appropriate and sensitive towards the 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 and when they should learn it.
- Leaders do not ensure that pupils learn about the diverse characteristics of people in modern Britain. The protected characteristics that relate to sexual orientation, gender reassignment and some aspects of different religions and faiths are not taught. Consequently, this limits pupils' knowledge of British society. Leaders must ensure that pupils are better prepared for their lives in modern Britain.
- There are limited opportunities for pupils to explore future career opportunities first hand. As a result, pupils are not as informed as they could be about their potential next steps or future aspirations. Leaders should explore ways to provide pupils with more opportunities for work-related experiences. This is so that pupils can make more informed future career choices.

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.

School details

Unique reference number	136086
DfE registration number	355/6057
Local authority	Salford
Inspection number	10212580
Type of school	Jewish faith school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	177
Proprietor	Berusch Krausz
Chair	Berusch Krausz
Headteacher	Esther Krausz
Annual fees (day pupils)	£4,680
Telephone number	0161 708 8383
Website	None
Email address	mhalpern@beisruchel.co.uk
Date of previous inspection	14 to 16 January 2020

Information about this school

- The previous standard inspection took place in January 2020.
- The proprietor has a second, separately registered school that operates from the same site. The school is a primary and nursery school, also called Beis Ruchel Girls School. Access to this school is located at 87 Devonshire Street, Salford, Manchester M7 4BE.
- At the time of this inspection, the school had 201 pupils on roll. This exceeds the maximum number of pupils that they are registered to admit. The school's agreed capacity is 160 pupils. Therefore, it is operating beyond its registration agreement with the Department of Education (DfE), as recorded on Get Information about Schools. The school has not notified the DfE.
- The school does not use an 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, and art and design. 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.
- During the inspection, inspectors spoke with the headteacher, the head of Chol (secular), the head of Kodesh, the head of curriculum and other members of the senior leadership team. Inspectors also spoke to the special educational needs coordinators and the staff with oversight of safeguarding arrangements.
- An inspector met with the proprietor.
- Inspectors reviewed a range of documents, including those 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 lead inspector carried out an inspection of the premises to check for compliance against the relevant independent school standards.

Inspection team

Sue Eastwood, lead inspector

His Majesty’s Inspector

Lindy Griffiths

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–
 - 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.
- 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 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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