

Beis Aharon School

83-95 Bethune Road, London N16 5ED

Inspection date

4 May 2023

Overall outcome

The school meets 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(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(c), 2(2)(d), 2(2)(d)(ii), 2(2)(h), 2(2)(i), 3, 3(a), 3(c)–3(g), 3(i)

- At the previous inspection, the secular curriculum was poorly planned and sequenced. Not enough time was allocated to secular subjects. Reading was not given high priority. Teaching was not high quality. Pupils did not develop secure knowledge and skills over time. Pupils with special educational needs and/or disabilities (SEND) did not receive effective teaching and support.
- Leaders submitted an action plan to address the unmet independent school standards. The plan lacked detail about specific changes to be made. As a result, the action plan was rejected.
- Since the previous inspection, significant changes to leadership have taken place. A deputy headteacher was appointed who currently holds the position of interim headteacher. A headteacher for secular education was appointed recently. A leader for the early years has joined the school. The newly appointed leaders have appropriate knowledge and skills to lead change in the school.
- Leaders have increased the amount of time for secular subjects. Leaders checked the knowledge pupils know and remember in some secular subjects. They used this information as a starting point to devise the curriculum. Leaders know that pupils have significant gaps in knowledge and consider ways to help pupils to catch up quickly.
- Leaders provide a range of appropriate training for teaching staff. This includes training on ways to adapt teaching so that pupils with SEND can learn the curriculum. Leaders support teachers to implement the intended curriculum. They have provided additional phonics training for teachers and school support staff. Leaders check that phonics is being taught from the early years onwards.
- Leaders promote respect, paying regard to the protected characteristics set out in the Equality Act 2010. Leaders make sure that the secular and Jewish curriculums are closely aligned to cover important aspects of equality and respect. As a consequence, aspects of

equality and respect are emphasised through the Jewish curriculum. For example, pupils are taught about the importance of respect and healthy relationships as part of the Jewish curriculum. Leaders build on this knowledge in the secular curriculum where pupils are taught about respect for one's own body and respect for others' privacy. Leaders select topics and teaching materials to include different cultures and traditions. For example, children in the early years learn about the different ways people commemorate Chinese New Year.

Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d), 2A(1)(e), 2A(1)(f), 2A(1)(g), 2A(2)

- During the inspection, inspectors considered the school's work to meet independent school standards relating to relationships and sex education.
- Leaders have devised a suitable curriculum for teaching relationships education for the primary-age pupils at the school. Pupils are taught about healthy relationships.
- Leaders have devised an approach to teaching statutory relationships and sex education. They have consulted with an external provider to teach statutory sex education for secondary-age pupils were any to be admitted to the school in future. They have drawn up approaches to deliver this aspect of the curriculum in line with the Orthodox Jewish ethos of the school. Leaders consult parents and carers appropriately. They provide parents with information about their right to withdraw their children from the sex education aspects of relationships and sex education in the secondary phase.
- The school now meets the independent school standards in this part.

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

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

- At the previous inspection, pupils did not receive adequate information about other cultures and faiths. This includes different families.
- Leaders have developed their approach to personal, social and health education. The curriculum includes teaching about different types of family make-up. Recently, leaders provided information for parents and pupils on staying safe online.
- Leaders provide opportunities for pupils to learn about people from cultures and traditions that are different to their own. For example, pupils spoke about why Ramadan is important to Muslims. They spoke confidently about the importance of treating others equally.
- The school now meets the previously unmet independent school standards in this part.

Part 8. Quality of leadership in and management of schools

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

- At the previous inspection, the leadership and management of the school did not ensure that independent school standards are met consistently. The action plan submitted to the Department for Education (DfE) was rejected.
- There has been a change of proprietor recently.
- Leaders have thought about how to address the failings identified at the time of the previous inspection. Leaders enlist the support of external consultants to check the actions are appropriate.

- The proprietor and governing body take part in training. This is to improve their knowledge of the independent school standards to provide support and challenge to leaders effectively.
- The school now meets the previously unmet independent school standards.

Compliance with regulatory requirements

The school meets 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.

The school now meets the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this part 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, and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and,
 - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph 2(1)(a), the matters are-
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996) which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education,
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 2(2)(c) where the principal language of instruction is a language other than English, lessons in written and spoken English, except that this matter does not apply in respect of a school which provides education for pupils who are all temporarily resident in England and which follows the curriculum of another country;
 - 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 Act¹;
 - 2(2)(h) that all pupils have the opportunity to learn and make progress; and,
 - 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)(a) ensures that every registered pupil who is provided with primary education

¹ The protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010.

at the school is provided with relationships education,

- 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,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
- 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons; ,
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;-
 - 3(g) thoroughly and use information from that assessment to plan teaching so that pupils can progress;
 - 3(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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.

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.

School details

Unique reference number	131170
DfE registration number	204/6398
Inspection number	10284131

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	Other independent school
School status	Independent school
Age range of pupils	3 to 13
Gender of pupils	Boys
Number of pupils on the school roll	282
Number of part-time pupils	0
Proprietor	Belz Cheider
Chair	Aharon Hoffman
Headteacher	Zalmi Kandler (Acting Headteacher)
Annual fees (day pupils)	£2,860
Telephone number	020 8802 8666
Website	None
Email address	admin@beisaharonschool.co.uk
Date of previous standard inspection	28 and 30 June 2022

Information about this school

- This is an independent day school for boys aged three to 13. The school has an Orthodox Jewish ethos. All pupils speak Yiddish as a first language and Hebrew as a second language. Pupils speak English as an additional language.
- As at the time of the school's previous standard inspection, no secondary-age pupils were attending the school.
- The school's early years provision is located at 118 Bethune Road, London, NE16 5ED. The provision is directly opposite the main school building located at 83-85 Bethune Road, London, NE16 5ED.

- Since the previous inspection, there have been several changes in leadership. The deputy headteacher has taken on the role of acting headteacher. Other senior leaders have been appointed recently.
- The school has appointed a different proprietor to the one listed on the Get Information about Schools national register of schools. The proprietor listed on the register is Joseph Lipschitz. However, Belz Cheider was appointed as the new proprietor in February 2023. The school informed the DfE of this change in February 2023.
- The school is registered to accommodate 243 pupils. The school is in breach of its registration because there are 282 pupils on roll currently.
- The school does not make 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.
- It was judged that the school did not meet the independent school standards at the previous standard inspection on 28 to 30 June 2022.
- This is the first progress monitoring inspection since the previous inspection.
- The school was required to submit a statutory action plan to the DfE. Ofsted evaluated the action plan on 10 February 2023. The DfE rejected the action plan submitted.
- The inspection was carried out at no notice.
- The inspector held meetings with the acting headteacher, the head of secular education and other senior leaders. The inspector also met with the proprietor and chair of the governing body. The inspector spoke with education consultants who work with leaders at the school.
- The inspector scrutinised a range of curriculum documents and policies.
- The inspector visited lessons. The inspector also spoke with teachers and pupils.

Inspection team

Andrea Bedeau, lead inspector

His Majesty's Inspector

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