

# Beis Chinuch Lebonos Westcliff

121 - 127 North Road, Westcliff-on-Sea, Southend-on-Sea, Essex SS0  
7AH

**Inspection date**

13 July 2023

**Overall outcome**

**The school is likely to meet all the independent school standards when it opens**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 1 – 2A(1)(b), 2A(1)(d) – 2A(2), 3 – 4*

- The school will provide religious education in the morning sessions and a broad range of subjects in the afternoon that are closely aligned with the national curriculum and the early years foundation stage framework. The plans for these are already in place.
- The curriculum is dovetailed from the early years into key stages 1 and 2. Plans include a suitably ambitious range of objectives and set out the small steps pupils will take to achieve these. Plans include sufficient detail to guide staff in their delivery.
- Leaders have already put in place appropriate resources to support the delivery of these plans. These include phonics books, from a suitable government-validated scheme, to support pupils to learn the basics of reading. Leaders have already undertaken training in this scheme and intend to roll this out to staff as the school grows.
- Leaders are knowledgeable and understand how pupils, including pupils with special educational needs and/or disabilities (SEND), can be supported through careful assessment and adaptation of the curriculum. Though leaders do have a strong knowledge of the local offer for pupils with SEND, they also intend to recruit a qualified special educational needs coordinator to support their efforts and improve leadership in this area.
- Leaders and governors understand the different types of assessment that can be used in a range of subjects. They have firm plans to use this to inform teaching and to give them an overview of the school's performance.
- The school has an appropriate plan to develop pupils' age-appropriate understanding of health and relationships. Plans prioritise the key issues that girls will face, such as unsolicited contact online and in public, as well as teaching about puberty and women's health.
- If the application to open is approved, the independent school standards outlined in part 1 are likely to be met.

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

### *Paragraph 5 – 5(d)(iii)*

- Leaders have plans to expand pupils' horizons outside of their immediate location and community. An appropriate curriculum is in place, embellished with a range of trips, visits and visitors to the school.
- In the early years, pupils will learn about their local area by visiting services such as shops and the post office. Leaders plan to invite police and fire officers to tell children about their jobs and how these services can help children in a range of situations.
- Older pupils will learn about democracy and how the views of the people can influence change. Leaders are planning to teach pupils about the main political parties and understand their duty to present this information in an impartial manner. Plans are already in place for pupils to learn about parliament and how it functions.
- Pupils will learn about a wide range of religions and the key beliefs that underpin these faiths. Leaders also plan to work with other local schools to help pupils understand the views and beliefs of others in society.
- Leaders will focus on teaching pupils about race, religion and disability. If implemented appropriately, the plans in place are likely to help pupils to develop tolerance and respect for people who hold such protected characteristics.
- No aspect of leaders' plans, or their views during the inspection, undermined any of the fundamental British values or showed prejudice towards those who hold protected characteristics.
- Leaders have set out the behaviour expectations in the school, and the procedures are appropriate for the age and needs of pupils who will likely attend. Leaders understand the importance of fidelity, predictability and communication when implementing these plans.
- Part two of the independent school standards is likely to be met if the plans above are implemented.

## Part 3. Welfare, health and safety of pupils

### *Paragraph 6 – 7(b) and 9 – 16(b)*

- Leaders have put in place a range of relevant policies that will help to keep pupils and staff safe at school.
- Leaders' strong knowledge of safeguarding is reflected in their policies. These outline the potential signs of abuse and what to do in a range of situations. Leaders understand the importance of key government guidance. Leaders also have a detailed knowledge of the local services that will support them in their efforts to keep children safe.
- Policies for behaviour and bullying are clear and appropriate for the age of the pupils the school intends to educate. An appropriate focus on promoting positive behaviour is outlined in these policies.
- Staff hold appropriate paediatric first-aid certification. The policies that guide their work are suitable for helping staff know what to do when they need to administer first aid.

- The school has commissioned an appropriate company to check that the school complies with the Regulatory Reform (Fire Safety) Order 2005. All actions noted in these reports have been completed. Staff in the school also hold an apt knowledge of fire hazards to minimise risks as they arise.
- Leaders understand the need for precise attendance recording and supervision of pupils. Their recruitment plans are under way and include suitable levels of supervision for different age groups.
- Risk assessments are appropriate for the site and the activities that pupils will be undertaking. Importantly, leaders are keenly aware of their content, and use these to guide their thinking when planning their work and activities.
- The standards outlined in part 3 are likely to be met if the registration of the school is approved.

#### Part 4. Suitability of staff, supply staff, and proprietors

##### *Paragraph 17 – 18(2)(e), 18(3) – 18(4)(c) and 19(4) – 21(8)*

- Leaders already have a single central record in place and suitable checks have been made on all staff and governors currently employed by the school.
- Leaders have undertaken appropriate training in safer recruitment. They understand which pre-employment checks need to be made and for whom the different checks apply.
- Leaders do not intend to use supply staff in the school but understand their duties should this position change.
- Part four of the independent school standards is likely to be met if the plans above are implemented.

#### Part 5. Premises of and accommodation at schools

##### *Paragraph 22 – 22(4)(1)(b), 25 – 29(1)(b) and 31 – 31(b)*

- The site has been fully refurbished in recent months. Classrooms are light and airy with good acoustics. There are six classrooms for primary-age pupils, with two dedicated rooms for early years pupils, which contain their own toilets and sinks.
- There are sufficient toilet and washing facilities for pupils, which are separate from the staff bathrooms. Equally, the medical room benefits from toilets and from sinks for washing in. All have an adequate supply of hot and cold water.
- There are two play areas, one for the main school and another for the early years. These allow sufficient space for play and physical education. Leaders intend to access a local park and leisure centre when additional space is required.
- The site has suitable fire exits and emergency lighting both inside and out.
- Given the current condition of the site and its upkeep, part five of the independent school standards is likely to be met if the school is registered to open.

#### Part 6. Provision of information

##### *Paragraph 32(1) – 32(2)(b)(i) and 32(2)(c) – 32(5)*

- The school does not intend to have a website, but leaders have collated policies ready for parents to access when needed. This includes the contact details of the proprietor, headteacher and governors.
- Leaders have developed appropriate policies to guide parents through the admissions process and outline their ethos and how their child will be supported if they have SEND or speak English as an additional language.
- Leaders intend to report to parents on pupils' progress once per year. They understand they will also play a role in the review of plans for pupils with SEND.
- The policies for first aid, behaviour, bullying, exclusions and the curriculum were all available to review and are suitable for the needs of the school and its pupils.
- Part six of the independent school standards is likely to be met if the plans above are implemented.

#### Part 7. Manner in which complaints are handled

##### *Paragraph 33 – 33(k)*

- Leaders have developed an appropriate complaints policy that outlines the informal and formal stages of raising a complaint about the school. Leaders, governors and the proprietor understand their unique roles in this process.
- Leaders understand the need to include an independent panel member in this process and have plans for how this will be organised.
- Part seven of the independent school standards is likely to be met if the plans above are implemented.

#### Part 8. Quality of leadership in and management of schools

##### *Paragraph 34(1) – 34(2)*

- The proprietor has a clear vision for the school and its place in the community. He has recruited suitable and knowledgeable staff and governors to help this to be realised.
- Leaders are knowledgeable and understand the challenges of running a school and how these might be overcome. They have a strong understanding of the independent school standards and broader legal guidance and demonstrated this throughout the inspection.
- Leaders know that they will need support from outside of the school and have benefited from the guidance of successful leaders who intend to support the school in the future. Leaders have also forged links with the local authority and intend to work with other successful schools to develop their own knowledge and understanding.
- Leaders have carefully considered their duty to prepare pupils with a strong knowledge of their faith as well as an understanding of the wider world and the challenges they may face. Their plans to promote pupils' welfare and well-being are appropriate and clear.
- Part eight of the independent school standards is likely to be met if the plans above are implemented.

#### Schedule 10 of the Equality Act 2010

- Leaders understand their duties under the Equality Act. They have a suitable access plan for the school and understand their duty to support parents, staff and pupils who hold protected characteristics.
- Leaders' views, and their policies, do promote tolerance for those who hold protected characteristics.

#### Statutory requirements of the Early Years Foundation Stage

- Staff hold appropriate knowledge of the areas of learning as outlined in the early years foundation stage framework. In particular, leaders understand the importance of the prime areas of learning to help prepare children for success in the future. They understand the importance of working with families and building strong relationships with both children and parents.
- Leaders understand the need to assess children's knowledge, understanding and interests to tailor the curriculum to meet their needs.
- Leaders and staff hold the appropriate professional and medical training to run the provision safely and successfully.

## **Compliance with regulatory requirements**

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

## Proposed school details

Unique reference number	149301
DfE registration number	882/6014
Inspection number	10258915

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent
School status	Independent school
Proprietor	Avrohom Brief
Headteacher	Hindy Teichman
Annual fees (day pupils)	£7,800
Telephone number	01702 680 881
Email address	admin@bclw.co.uk
Date of previous standard inspection	Not previously inspected

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>	<b>Inspector's recommendation</b>
Age range of pupils	N/A	3 - 11	3 - 11
Number of pupils on the school roll	N/A	120	120

## Pupils

	<b>School's current position</b>	<b>School's proposal</b>
Gender of pupils	N/A	Girls
Number of full-time pupils of compulsory school age	N/A	100
Number of part-time pupils	N/A	0
Number of pupils with special educational needs and/or disabilities	N/A	Unknown
Of which, number of pupils with an education, health and care plan	N/A	Unknown
Of which, number of pupils paid for by a local authority with an education, health and care plan	N/A	0



## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	N/A	12
Number of part-time teaching staff	N/A	0
Number of staff in the welfare provision	N/A	2

## Information about this proposed school

- Leaders anticipate the majority of the pupils in the school will be of the Orthodox Jewish faith.
- The proposed school will teach a Kodesh curriculum to promote pupils' understanding of the Jewish faith.
- The school is positioned on a residential street in a former retail space. This has been converted into eight classrooms and two play areas. Above the current school is a space that leaders intend to develop in the future. This was seen by the inspector but will not currently form part of the school.

## Information about this inspection

- This was the first pre-registration inspection prior to the school opening. The inspection focused on compliance with the regulatory requirements of the independent school standards, safeguarding procedures and schedule 10 of the Equality Act 2010.
- The inspector carried out a range of activities in order to check whether the school is likely to meet the independent school standards and other requirements. The inspector met with the proprietor, the headteacher and three senior leaders who have already been appointed. The inspector also met with the site manager, three governors and an independent consultant. The inspector had a tour of the proposed school's premises. The inspector reviewed a wide range of documents, including safeguarding information, policies, curriculum information and proposed procedures to assess pupils' learning.

## Inspection team

Daniel Lambert, lead inspector

His Majesty's Inspector

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