

Vishnitz Girls School

49 Amhurst Park N16 5DL

Inspection date

20 June 2023

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(2)(b)

- At the previous inspection, this independent school standard (the standards) was not met because children in the early years were only being taught in Yiddish. They were not taught in English. This affected children's readiness for learning in Year 1. The school's programme for teaching pupils to read in English did not commence until pupils started Year 1.
- Leaders now ensure that the programme for teaching pupils to read starts in the early years. They have rewritten plans and schemes of work to ensure that children in the early years are taught in both Yiddish and English.
- This standard is now met.

Paragraphs 2(2)(d), 2(2)(d)ii, 5(a), 5(b), 5(b)(v), 5(b)(vi)

- These standards were not met at the previous inspection because provision to support pupils' personal development was limited. Pupils were not taught about other religions in order to develop and deepen their understanding of mutual respect and tolerance. The school's personal, social, health and economic education programme did not encourage respect for some of the protected characteristics.
- At the previous inspection, while pupils were taught to be kind and courteous to all, teaching did not reference the different cultures, faiths and beliefs of others.
- This progress monitoring inspection found that leaders have made no changes to the curriculum in these areas. They continue not to promote respect for some of the protected characteristics. Pupils continue not to be taught about different religions, cultures or beliefs. This continues to affect pupils' understanding of mutual respect and tolerance. Leaders have no intentions of changing their curriculum programmes in order to meet these standards.
- These standards continue to be not met.

Paragraph 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii), 2(2)(f), 2(2)(i)

- At the previous inspection, these standards were not met because leaders were not providing pupils with impartial careers information, advice and guidance.

- Since the previous inspection, leaders have improved the school's careers programme. Leaders have employed the services of an impartial careers company. This, together with the school's own programme, provides pupils with a broad range of information about future careers. Pupils now have opportunities for work experience across a range of employment businesses. The school's vocational offer enables pupils to study different subjects such as hairdressing, architecture, design and music recording.
- These standards are now met.

Paragraph 2A(1), 2A(1)(b), 2A(1)(d)

- At the previous inspection, leaders had not ensured that pupils in the secondary phase developed, over time and in an age-appropriate way, an understanding of and respect for all the protected characteristics. The school's relationships and sex education programme did not make pupils aware of how some people are protected from discrimination by law and are to be respected.
- This progress monitoring inspection found this still to be the case. Leaders have not made any changes to the school's relationships and sex education programme.
- These standards continue to be not met.
- Some of the standards that were checked in this part continue to be unmet.

Part 8. Quality of leadership in and management of schools

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

- At the previous inspection, leaders and the proprietor body had not ensured that all the standards were met consistently. This continues to be the case. While changes have been made to ensure that the standards related to careers guidance are met, leaders have not addressed the standards related to the provision for pupils' spiritual, moral, social and cultural development. Leaders have not addressed the previously unmet standards related to some of the protected characteristics and the school's programme for relationships and sex education.
- This inspection found no concerns with pupils' safety or well-being. Leaders actively promote pupils' well-being. Therefore, 34(1)(c) is now met.
- The other standards in this part continue to be not met.

Statutory requirements of the early years foundation stage

- The previous inspection found that the requirements of the early years foundation stage were not met in relation to 1.6 and 1.10. This was because the curriculum was not well planned or sequenced. Some areas of learning were not being covered, particularly communication and language and literacy in English. Children were not being taught to read in English and the school's phonics programme was not being implemented in the early years.
- Since the previous inspection, leaders have enlisted the services of an external company to help review and improve the early years provision. Leaders have made positive changes to the early years curriculum. Children are now taught in both English and Yiddish. There is now a programme in place which promotes children's literacy, language and communication in English. Children in the Reception Year are now following the school's phonics programme. They are being taught to read in English.

- Although this work remains ongoing, the actions taken mean that the statutory requirements for these areas of learning are now met.

Compliance with regulatory requirements

The school does not meet 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.

School details

Unique reference number	138516
DfE registration number	204/6006
Inspection number	10284914

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	Independent school
School status	Independent school
Age range of pupils	2 to 16
Gender of pupils	Girls
Number of pupils on the school roll	440
Proprietor	Vishnitz Girls School Limited
Chair	Rabbi Benzion Steiner
Headteacher	Mrs Leah Weiss
Annual fees (day pupils)	Variable and voluntary
Telephone number	020 8800 0490
Website	None
Email address	admin@vishnitzgirlsschool.co.uk
Date of previous standard inspection	1 to 3 March 2022

Information about this school

- Vishnitz Girls School is an Orthodox Jewish independent day school located on two sites in Stamford Hill, London.
- The main premises at 49 Amhurst Park accommodate pupils in Years 3 to 9. The premises at 85 Lordship Road, London, N16 0QY cater for children in the early years, pupils in Years 1 and 2 and pupils in Years 9, 10 and 11.
- The school has a proprietor body which takes responsibility for the management and governance of the school.
- The school does not make use of alternative provision.
- The school's most recent standard inspection took place in March 2022.

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.
- This inspection was conducted with no notice. It is the first progress monitoring inspection since the school's standard inspection in March 2022.
- The Department for Education (DfE) required the school to prepare an action plan. The action plan was evaluated by Ofsted in December 2022. The DfE rejected the school's action plan.
- The inspector held meetings with representatives of the proprietor body. He met with the headteacher and leaders responsible for early years provision. The inspector visited lessons, visited all parts of the early years and reviewed curriculum documentation. The inspector met with staff and two groups of pupils. The inspector toured the premises on both sites. He met with leaders responsible for safeguarding and checked the single central record.

Inspection team

Gary Rawlings, lead inspector

His Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

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[9];
 - 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(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;
 - 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.

The school now meets the following requirements of the independent school standards

Part 1. Quality of education provided

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
 - 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)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.

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)(c) actively promote the well-being of pupils.

Early years foundation stage

- 1.6 Educational programmes must involve activities and experiences for children, as set out under each of the areas of learning.

■ 1.10 Early learning goals

- Listening, Attention and Understanding - Children at the expected level of development will: - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; Make comments about what they have heard and ask questions to clarify their understanding; Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
- Speaking – Children at the expected level of development will: - Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; - Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; - Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.
- Comprehension – Children at the expected level of development will: - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
- Word Reading – Children at the expected level of development will: - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Writing – Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with letter or letters; - Write simple phrases and sentences that can be read by others.
- People, Culture and Communities – Children at the expected level of development will: - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023