

Inspection of Beis Yaakov Girls School

11 Amhurst Park, London, London N16 5DH

Inspection dates: 24 to 26 September 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Pupils arrive here with a smile on their face and a spring in their step. They love coming to this school. Pupils are happy and safe here. They have a strong sense of belonging. Pupils have forged positive working relationships with all the staff, who know them and their families well.

Behaviour across the school is exceptional. Pupils treat each other and staff with the utmost respect. Expectations are high and communicated fairly by all staff. Pupils quickly respond to instructions and guidance from staff. They demonstrate great enthusiasm in lessons, and when talking about their learning. Pupils play harmoniously with each other in the school garden. They have full confidence that all staff will take their worries and concerns seriously. Staff expect the very best for every pupil both academically and personally. Pupils rise to these expectations and achieve well.

Pupils enjoy the many visits planned by the school each year, such as to farms and museums. Leaders make sure that every pupil has new experiences, such as trips and days out to adventure parks with their peers. Children in early years also benefit from regular visits to the local library, supermarket and post box. These experiences are carefully chosen and planned.

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

Leaders have made sure that the curriculum is ambitious for all pupils, including for those with special educational needs and/or disabilities (SEND), across all subjects. The curriculum is broad and carefully sequenced across most subjects. Typically, leaders have thought carefully about how pupils will best develop a breadth of knowledge and skills. In a few subjects, however, the curriculum is not currently as well designed. These subjects are delivered through a range of activities rather than carefully sequenced lessons. Because of this, pupils do not develop their skills and understanding deeply. Leaders have already acknowledged this and are piloting a new chosen curriculum. Teachers have good knowledge of the subject content that they teach.

Children in early years develop their understanding of number through a range of carefully planned learning. As pupils move up the school, they have sufficient time to practise their understanding in mathematics. Although there are regular quizzes and formal assessments, teachers do not sometimes check for pupils' understanding during lessons or pick up errors in books. As a result, pupils' misconceptions are not clarified in a timely manner. This limits pupils' readiness for future learning.

Leaders have a very clear overview of reading at the school. They have made the teaching of early reading a key priority. All staff have received training and demonstrate excellent subject knowledge when delivering phonics teaching. Children are taught how to read as soon as they start in Reception. Regular assessments help staff identify any gaps and support is put into place. In addition to a daily phonics

lesson, pupils falling behind receive daily support. The love of reading is promoted across the school through a broad range of books. Pupils regularly visit the school and local library.

Leaders work closely with outside professionals to support pupils with SEND effectively. Appropriate adaptations are identified and clearly communicated to staff and parents and carers. Leaders actively engage with outside agencies to best support pupils with SEND.

All staff expect pupils to behave well at all times. They follow the school's behaviour policy consistently and fairly. Leaders work closely with families to keep attendance high and help them if they are struggling to bring their children to school on time. Attendance rates overall are high. Leaders and governors work closely with all staff to ensure that they are happy and not overworked. Staff love working here. Leaders make sure that the safeguarding of pupils is the number one priority at all times. Parents are highly positive about the school.

Leaders have carefully designed a curriculum for pupils' personal development. It builds on what pupils learn through the school's Kodesh curriculum. Pupils' understanding is further developed through assemblies. They learn how to be respectful members of the community. Pupils learn about the faith and customs of others. They are encouraged to respect and value differences and are taught about healthy, respectful relationships and friendships. This helps prepare pupils for their future lives in modern Britain. The work that leaders do in supporting pupils' mental health is exemplary. Leaders regularly check on pupils' well-being and signpost them and their families to any help they may need. Pupils benefit from visitors to the school, whole-school celebrations and several after-school clubs.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and proprietor)

- Occasionally, the checking of pupils' misconceptions is not identified during lessons or in pupils' work in a timely manner. This limits pupils' knowledge and skills to be fully prepared for future learning. The school needs to make sure that teaching identifies and clarifies pupils' understanding consistently across all subjects.
- In a few subjects, the curriculum is not designed to build on pupils' subject-specific skills and knowledge over time. This means that the delivery of curriculum content is occasionally not sequenced coherently, which limits pupils' deeper learning. The school should ensure that all subjects are sequenced clearly to build on pupils' subject understanding sequentially.

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	136817
DfE registration number	204/6000
Local authority	Hackney
Inspection number	10322586
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Girls
Number of pupils on the school roll	107
Number of part-time pupils	None
Proprietor	Beis Yaakov Girls School Ltd
Chair	Mr J Leitner
Headteacher	Mrs Rachel Barminka
Annual fees (day pupils)	£2,622 to £6,460
Telephone number	020 7502 2840
Website	The school does not have a website
Email address	office@bygs.org.uk
Date of previous inspection	4 to 6 February 2020

Information about this school

- Beis Yaakov Girls School serves the local Jewish Orthodox community of Stamford Hill.
- The school admits pupils from Nursery up to Year 6. The school follows the requirements of the early years foundation stage. Pupils study Jewish religious studies during the morning and secular subjects in the afternoons. Most teaching is in English.
- The school uses no 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 meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 considered early reading, mathematics, art and science as part of this inspection. Inspectors talked to pupils about their learning in these subjects and looked at their work. Inspectors met with the teachers who teach the secular curriculum.
- Inspectors also met with a group of pupils to discuss their views about the school, behaviour and safety. Inspectors also met with some non-teaching staff.
- Several meetings were held with the headteacher, compliance officer and the safeguarding leads. Inspectors also held discussions with two governors, including the chair of the governing body.
- Inspectors scrutinised a range of policies and documents. Inspectors checked the school's compliance with the independent school standards.

Inspection team

Aliki Constantopoulou, lead inspector

His Majesty's Inspector

Jonathan Newby

Ofsted Inspector

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