

Inspection of Beis Trana Girls' School

186 Upper Clapton Road, London E5 9DH

Inspection dates: 12 to 14 November 2024

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Inadequate

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils arrive here with a smile on their face, excited about the day ahead. They love coming to this school and feel safe here. Pupils have a strong sense of belonging. They have positive relationships with the staff, who know them and their families well. Pupils treat each other and staff with the utmost respect.

Behaviour across the school is exceptional. Expectations are high and communicated fairly by all staff. Pupils quickly respond to instructions and guidance from staff. They demonstrate enthusiasm in lessons and when talking about their learning. Pupils play harmoniously with each other in the school garden. They have full confidence that staff will take their worries and concerns seriously. Staff expect the very best from pupils, 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 Buckingham Palace and museums. Children in early years benefit from regular visits to the local supermarket and park. These visits help strengthen pupils' understanding of the curriculum and provide them with opportunities to explore the wider community. The school makes sure that all pupils come together during whole school events such as celebrations, performances and sports days. Pupils take on responsibilities across the school.

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

The school has worked to improve weaknesses in its curriculum since the previous inspection. The curriculum now flows seamlessly from the early years to Year 11, with clear steps in learning. The curriculum covers a broad number of subjects and meets the needs for all pupils. Leaders have made some changes to the curriculum with a focus on the primary content and sequence. The gaps in content within the primary curriculum have been filled and subjects are now taught in a logical order. Pupils are already benefiting from these changes by knowing more of the taught curriculum.

Although the curriculum is now clear and ambitious, the changes made are not fully embedded in some subjects. This limits pupils' deeper subject-specific knowledge and skills. Staff have received a lot of appropriate professional development on the curriculum, which has strengthened their subject knowledge. Some of the primary teachers, however, lack confidence when delivering the curricular aims of some subjects.

Children in the early years develop their understanding of number through a range of carefully planned learning. As they move up the school, pupils have sufficient time to practise their understanding in mathematics. Teachers regularly check pupils' understanding and pick up on misconceptions quickly. By the time pupils sit their GCSEs, they are confident in mathematics and achieve high outcomes.

Although the curriculum in early years is ambitious, sometimes the environment and resources on offer do not inspire children's learning and development. Staff deliver the curriculum effectively, by creating experiences for the children and encouraging them to engage with their learning, such as role play to help bring a book to life.

The school has a clear overview of reading at the school. It has made the teaching of early reading a priority, for example through a carefully chosen phonics programme. Key staff have received training. As a result, they demonstrate excellent subject knowledge when delivering the programme. Regular checks help staff to identify gaps in knowledge and timely support is put in place for pupils who need it. The love of reading is promoted across the school through a broad range of books which include non-fiction, plays, as well as classic and contemporary fiction.

There is a clear process for identifying the needs of pupils. The school works closely with the local authority and appropriate professionals so that it can best support the pupils with special educational needs and/or disabilities. Leaders work alongside teachers to help them to make the appropriate adaptations to the curriculum. Parents and carers appreciate the support that they get, which helps them to understand their child's needs.

Staff follow the school's behaviour policy consistently at all times. The school works closely with families to keep pupils' attendance high and help them if they are struggling to bring their children to school on time. Leaders, including governors, work closely with staff to ensure that they are happy and not overworked. As a result, staff love working here and make a real difference to pupils' learning and development. The school makes sure that the safeguarding of pupils is the number one priority at all times. Parents are rightly highly positive about the school.

The school has carefully designed a programme for pupils' personal development. It builds on what pupils learn through the school's Kodesh curriculum. Pupils' understanding is developed further through assemblies. They learn how to be respectful members of the community. Pupils learn about the customs of others through the curriculum and the annual thematic 'programmes' that the school runs as a whole school. Pupils are encouraged to respect and value differences and are taught about healthy, respectful relationships and friendships. The school works effectively in promoting a range of careers, and giving guidance to pupils on the qualifications they need. The school emphasises strongly on building pupils' confidence and celebrating their individuality.

The proprietor body does not ensure that the school fully complies with the Department for Education's (DfE) statutory guidance on personal, social and health education (PSHE) and relationships and sex education (RSE). This means that pupils do not learn about different families, lifestyles and all of the protected characteristics. They are not taught about important content related to consent.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

- The school does not fulfil its statutory responsibility to pay due regard to all the protected characteristics. The PSHE and RSE programmes do not comply with statutory guidance fully. The proprietor body and school leadership should make provision to promote respect for all the protected characteristics as set out in the Equality Act 2010 and ensure that the school fully teaches the content as set out in the DfE's statutory guidance.
- At times, the resources and environment in the early years do not reflect the ambition of the curriculum. These limit staff's ability to deepen and develop children's awe and wonder in their learning. The school needs to make sure that the learning environment and resources on offer are of high quality to support children's learning and development.
- Some subjects have recently undergone necessary changes. In lessons, the ambition of the curriculum in these subjects is not fully embedded. This limits pupils' deeper knowledge and understanding. The school needs to ensure that staff subject knowledge and expertise is developed so that the curriculum is implemented consistently well, so that pupils develop their subject-specific knowledge and skills well.

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	131342
DfE registration number	204/6400
Local authority	Hackney
Inspection number	10322576
Type of school	Other Independent School
School category	Independent school
Age range of pupils	3 to 16
Gender of pupils	Girls
Number of pupils on the school roll	258
Proprietor	Beis Trana School of London Ltd
Chair	Jacob Koenig
Headteacher	Sarah Kuflik
Annual fees (day pupils)	Voluntary contribution
Telephone number	020 8815 8000
Email address	compliance@beistranaschool.co.uk
Dates of previous inspection	5 to 7 July 2022

Information about this school

- Beis Trana School is an independent day school for girls aged from three to 16 from Charedi Jewish families.
- The school's previous inspection was a monitoring inspection in May 2023.
- The school is based at 186 Upper Clapton Road, London E5 9DH.
- The school makes no use of 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors considered early reading, mathematics, history and PSHE 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 met with some staff. Inspectors analysed the survey responses of pupils, staff and parents.
- Several meetings were held with the headteacher, the compliance officer and the heads of departments. Inspectors also held discussions with 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
Katerina Christodoulou	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; and
- 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(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; and

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; and
 - 34(1)(c) actively promote the well-being of pupils.

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