

# Inspection of Beis Soroh Schneirer

Arbiter House, Wilberforce Road, West Hendon NW9 6AX

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Inspection dates: 8 to 10 July 2025

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

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 are proud members of their school. They enjoy learning and embrace all that school life has to offer. Pupils feel safe. This is because they know they can share any worries that they have and staff will help them. There are warm and nurturing relationships between staff and pupils.

Pupils value the strong sense of community. The school focuses on developing pupils' understanding of key values such as respect, kindness and honesty. As a result, pupils look out for one another and play happily together. Older pupils relish the opportunities to take on roles of responsibility, such as being a school prefect.

Pupils are keen and eager to meet the school's ambitious expectations for their achievement and behaviour. This is reflected in their high attendance. They are polite and have positive attitudes to their learning. In lessons, they are focused and try their best. Pupils follow adult instructions diligently and know what is expected of them. Pupils learn well across the curriculum. They achieve particularly highly in reading and mathematics.

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

The school prioritises reading. There is a determination that every pupil becomes a confident and fluent reader so that they can access the whole curriculum. The sharp focus on phonics knowledge for the younger pupils provides a strong start to their reading journey. Staff are well trained so that they can support pupils' reading development effectively. The school quickly identifies when pupils need additional help and puts support in place to make sure that pupils' reading develops successfully. Regular story sessions, high-quality texts in the English curriculum and a well-stocked library all contribute to the school's successful work to promote a love for reading.

Children get off to a good start in the early years. They enjoy the variety of engaging activities and resources available to them through the ambitious curriculum. Within this, the school prioritises children's development of communication and language. For example, staff model and engage in back-and-forth conversations with children to extend their vocabulary. The early years curriculum and environment are carefully considered and designed to support children's readiness for the next stage of their education.

The school's curriculum is designed to meet the needs of its community and be of similar ambition to the national curriculum. It is broad and balanced and reflects the requirements of the independent school standards. The school has identified the key knowledge and skills that pupils need to learn and when. In the core subjects of English and mathematics, this is very precise. In some of the wider curriculum subjects, the school's curriculum thinking is not as clear, including, for example, identifying the subject-specific that pupils need to secure. This hinders pupils' understanding and ability to talk about their learning confidently in these subjects.

Also, at times, the activities that pupils complete do not closely match the intended learning. As a result, pupils are not fully supported to develop a deep body of knowledge in these areas.

Overall, the school's curriculum supports teachers to know what to teach and when. Teachers' subject knowledge is typically secure. However, on occasions, teaching strategies are not as effective as they could be in supporting pupils to achieve the intended learning. For example, there are times when teaching does not check that pupils have securely understood what is being taught before moving the learning on. Occasionally, teaching approaches limit pupils' opportunity to demonstrate and deepen their understanding.

Pupils with special educational needs and/or disabilities (SEND) achieve well. Any additional needs are quickly identified and suitable support is put in place. Pupils with SEND learn well alongside their peers and are fully included. The school works with external agencies and families effectively to make sure that pupils' needs are met.

Supporting pupils' personal development is woven through all aspects of school life. It is underpinned by the personal, social and health education (PSHE) curriculum. This teaches pupils about key concepts such as relationships, managing their feelings and emotions, and being safe, including online. Pupils are taught about different faiths and cultures. They develop an understanding that everyone has the right to be treated with respect. Pupils' character development is nurtured and guided by the values that they are explicitly taught. Pupils demonstrate these through their behaviour in lessons and around the school. Pupils behave well. They are keen to be in the 'golden book' which celebrates when the values are exhibited and acknowledges their positive behaviour. Pupils also learn about fundamental British values and how these are important in modern Britain. They are well prepared for life beyond school.

The school organises specific events during the year to enhance and enrich the curriculum and pupils' personal development. These include events such as healthy living week. Pupils enjoy a range of educational visits, for example to the local park and museums. They also attend clubs such as choir and art to develop their talents and interests.

The proprietor and governing body have a clear understanding of their roles and responsibilities. They carry these out effectively as demonstrated by compliance with the independent school standards, schedule 10 of the Equality Act 2010 and the statutory requirements of the early years foundation stage. Staff enjoy working at the school and feel that their workload and well-being are taken into account.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- In some subjects in the wider curriculum, the school's aims for the knowledge and skills that pupils need to learn are not clear and precise enough. As a result, at times, teaching approaches and activities are not sharply focused on the intended learning or subject-specific vocabulary that pupils need to learn. This means that, over time, pupils' development of knowledge is not as strong as it could be. The school should further refine its curriculum so that teachers are well supported to plan activities that match the intended learning and so that subject-specific vocabulary is identified and explicitly taught.
- Sometimes, the school's chosen pedagogical approaches do not maximise pupils' learning. This means that on occasions, for example, pupils are limited in being able to deepen and demonstrate their understanding or their understanding is not routinely checked to ensure it is embedded. The school should further develop teaching strategies so that pupils develop deep bodies of knowledge across the curriculum.

## **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

<b>Unique reference number</b>	131026
<b>DfE registration number</b>	302/6104
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10391720
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent day school
<b>Age range of pupils</b>	2 to 11
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	349
<b>Proprietor</b>	Anthony Adler
<b>Chair</b>	Mordecai Waldman
<b>Headteacher</b>	Clare Neuberger
<b>Annual fees (day pupils)</b>	£5,400 (voluntary)
<b>Telephone number</b>	020 8201 7771
<b>Website</b>	None
<b>Email address</b>	Office@bssschoo.co.uk
<b>Date of previous inspection</b>	5 to 7 July 2022

## Information about this school

- Beis Soroh Schneirer caters for girls aged two to 11. The school has an Orthodox Jewish religious ethos.
- There is a childcare provision on site that is managed by the proprietor.
- The school had an additional material change inspection in November 2024 to increase the number of pupils at the school.
- The school has provision for two-year-old children.
- The school does not make 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 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 evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, history and personal, social, health and economic education. For each deep dive, inspectors held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.
- Inspectors held meetings with the headteacher, the head of Kodesh education and other senior leaders. The lead inspector also met with a member of the governing body and spoke to another governor on the telephone.
- Inspectors scrutinised a range of curriculum documents and policies, including those relating to the independent school standards and the curriculum.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- There were no responses to Ofsted's online surveys for pupils. Inspectors gathered the views of pupils throughout the inspection.

- There were no responses to Ofsted's online survey for staff. Inspectors spoke with staff about their workload and well-being.
- Inspectors also considered the comments to the free-text responses to Ofsted's survey, Parent View.

### **Inspection team**

Julie Wright, lead inspector

His Majesty's Inspector

Katerina Christodoulou

Ofsted Inspector

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