

# Bnois Jerusalem Girls School

71, 75–81 Amhurst Park, London N16 5DL

**Inspection date**

4 November 2025

**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

*Paragraphs 2(1), 2(1)(a), 2(2), 2(2)(d), 2(2)(d)(ii) and 2A(1), 2A(1)(a) and 2A(1)(b)*

- At the time of the previous standard inspection, the school had developed an ambitious curriculum for all pupils. In a few subjects, the school's curricular thinking was not broken down into precise enough steps. This meant that teaching did not consistently identify the small stages of learning that pupils needed to grasp to make progress.
- This inspection found that the curriculum includes more subjects than those required by the independent school standards (the standards), such as typing and finance. Typically, staff have identified the small steps of learning that pupils need. The school does not teach some aspects of the national curriculum in science, where these do not align with the school's religious ethos. For example, the school does not teach reproduction to pupils in the secondary provision.
- As found during previous inspections, older pupils follow GCSE courses but do not gain formal, recognised qualifications in school. They complete internal examinations using GCSE papers which are marked by external professionals.
- At the time of the previous inspection, pupils learned about themes such as respectful relationships in personal, social and health education (PSHE) lessons. They were not introduced to some concepts of how to be safe, including sexual consent, harassment or abuse. Leaders had consulted parents and carers about the school's relationships and sex education (RSE) policy. All parents had requested that their children be withdrawn.
- Leaders proposed to take general action to meet these standards, including ensuring that pupils learn about the features of positive relationships, friendships, family relationships and relationships with peers and adults. These topics would be covered in assemblies and extra-curricular programmes. Leaders' planned actions did not set out how and when all the protected characteristics would be covered. Their action plan did not make specific reference to coverage of same-sex relationships and different types of family, as set out in statutory guidance.

- This inspection found that the school has developed a carefully sequenced PSHE and RSE curriculum that builds from the primary to the secondary phase. It covers health and wellbeing, relationships and living in the wider world. The relationships aspect includes family relationships, relationships with teachers and peers and relationships in the wider community. The curriculum does not cover statutory content such as intimate relationships and topics such as consent. Pupils do not learn about sexual orientation and gender identity. They are not taught the details of religions, faiths and beliefs other than their own.
- These independent school standards remain unmet.

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

### *Paragraph 5, 5(b), 5(b)(v) and 5(b)(vi)*

- The previous inspection found that this standard was unmet because leaders did not ensure that pupils were taught all the relevant protected characteristics as part of the school's RSE curriculum. This meant that pupils were not adequately prepared for life in modern Britain.
- Leaders' action plan referred to teaching pupils about people of different cultures, customs and traditions. However, in practice, pupils do not learn this in any detail. For example, they are not taught about religious festivals apart from their own. The action plan did not provide any information about what, how and when pupils would learn about each of the protected characteristics.
- This inspection found that the school encourages respect for all people in general terms. Leaders believe they demonstrate 'particular regard' to the protected characteristics, but this does not include teaching these in full to pupils. Pupils' lack of access to this information means that they are not well prepared for life in modern Britain.
- The independent school standard in this part remains unmet.

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

### *Paragraph 7, 7(a) and 7(b)*

- This inspection found that pupils feel well cared for and safe at school. They can speak to any member of staff if they have a concern. Pupils learn about keeping safe when crossing the road and how to take care when talking to strangers. Leaders and staff attend regular, suitable safeguarding training. This training is supplemented by safeguarding quizzes and updates. In this way, leaders check that staff have understood and retained their safeguarding knowledge. Staff report any concerns in a timely way in line with school policy. They are equally confident about how to report concerns about colleagues.
- This independent school standard continues to be met.

### *Paragraph 15*

- With effect from 24 September 2021, the registration authority placed a restriction order on the school. This means that leaders are not allowed to add any new pupils to the admission register from that date. As part of this inspection, the registration authority requested that Ofsted check that the school was compliant with the restriction order.

- This inspection found that leaders have not added any new pupils to the school roll since the previous inspection.
- This independent school standard continues to be met.

## Part 6. Provision of information

### *Paragraph 32(1) and 32(1)(c)*

- As at the time of the previous inspection, the school's child protection and safeguarding policy reflects the latest government guidance and is readily available to parents in hard copy.
- This standard continues to be met.

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

### *Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)*

- The previous inspection found that the leadership and management standards were not met because leaders had not ensured that all the standards were met consistently. Nonetheless, leaders and members of the proprietor body were knowledgeable about the work of the school. They were committed to developing the curriculum.
- In their action plan, leaders proposed meeting previously unmet standards in keeping with the ethos of the school and the wishes of the parental body. They made no specific reference to the teaching of all the protected characteristics. They did not reference teaching pupils about different types of intimate relationships as part of the RSE curriculum.
- This inspection found that leaders have continued their work to strengthen the school's curriculum. However, leaders and members of the proprietor body said that the religious restrictions on curriculum coverage related to RSE and some of the protected characteristics are non-negotiable. While leaders believe they pay 'particular regard' to the protected characteristics, they do not ensure that pupils learn about all of them. Leaders have no plans to change their views on this.
- Leaders have designed a curriculum which is consistent with the school's religious ethos. However, important omissions from the curriculum mean that it does not meet pupils' educational, physical, social, emotional, and mental health needs well enough. The curriculum is narrowed in ways that could put pupils at increased risk of harm and limit the contribution to society that pupils are able to make. These weaknesses mean that leaders do not promote pupils' wellbeing actively enough.
- The independent school standard in this part remains unmet.

## **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, as set out in the annex of this report. 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	100291
DfE registration number	204/6242
Inspection number	10425859

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	Other independent school
School status	Independent day school
Age range of pupils	2 to 16
Gender of pupils	Girls
Number of pupils on the school roll	562
Proprietor	Bnois Jerusalem School
Chair	Judah Wider
Headteacher	M Landau
Annual fees (day pupils)	None
Telephone number	020 8800 5781
Website	None
Email address	admin@bnoisschool.co.uk
Dates of previous standard inspection	21 to 23 May 2024

## Information about this school

- Bnois Jerusalem Girls School is an independent Orthodox Jewish day school for girls aged 2 to 16. At present, the school has pupils aged 6 to 16 on roll.
- Since 24 September 2021, the school has been subject to a restriction order from the registration authority. Leaders are not permitted to admit any new pupils to the school.
- The school's last standard inspection took place in May 2024, when it was judged to require improvement with some unmet standards.
- The school does not make use of any alternative provision.

## 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 was the school's first progress monitoring inspection since its last full inspection in May 2024.
- After the previous inspection, the Department for Education (DfE) required the school to prepare a statutory action plan.
- The DfE evaluated this action plan on 11 November 2024. It was rejected.
- Inspectors met with leaders, governors, teachers and pupils. Inspectors reviewed a range of documents, including policies, curriculum documents and teaching resources.
- The inspection considered the school's safeguarding arrangements, including the single central record of pre-employment checks and whether the school's safeguarding policy is available to parents and carers.
- The DfE also asked inspectors to consider the school's compliance with the current restriction on admitting new pupils and compliance with the attendance register requirements.
- The discussion with pupils focused on pupils' perceptions of their safety and learning. In line with the school's request, inspectors did not speak to pupils about their learning about the protected characteristics. Inspectors did not raise sex education with pupils because each parent had requested that their child be withdrawn from this curriculum content.

## Inspection team

Lisa Strong, lead inspector

His Majesty's Inspector

Robert Grice

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.
- 2A(1) The standard in this paragraph is met if the proprietor–
  - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
  - 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).

#### **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.

#### **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.

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

- 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.

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

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