

Beis Trana Girls' School

186 Upper Clapton Road, London E5 9DH

Inspection dates

3–5 July 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not ensured that all the independent school standards are met.
- The quality of education provided and the promotion of pupils' spiritual moral, social and cultural development does not meet requirements.
- The curriculum is too narrow. The limited number of GCSE subjects which pupils take hinders their readiness for the next stages of education or employment. The curriculum does not ensure that pupils have equality of opportunity.
- Teachers often provide work which is not challenging enough, particularly in key stages 3 and 4. Pupils do not deepen and develop their understanding in all subjects because of these omissions.
- Not all teachers in key stages 3 and 4 have the necessary subject knowledge to teach their subjects effectively.
- In the secular subjects, except for mathematics, leaders do not check pupils' progress regularly. Pupils' progress in most secular subjects is inadequate.
- The early years has improved but requires improvement. Children are not given sufficient opportunities to develop their reading and writing skills in English in the Nursery class. Not all staff have high enough expectations of what children can achieve.
- Leaders do not encourage respect for other people, by paying particular regard to the protected characteristics set out in the Equality Act (2010).

The school has the following strengths

- Leaders ensure that aspects of pupils' personal development, behaviour and welfare are strong.
- The school provides a nurturing, safe environment which the pupils love.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - governors understand their strategic role in promoting high standards
 - the curriculum is developed to teach pupils about the diversity of people in modern Britain and promote respect for people who have any of the protected characteristics set out in the Equality Act (2010)
 - plans to develop and extend the curriculum are implemented quickly and effectively.
- Improve the quality of teaching, learning and assessment so that pupils make good progress across all subjects by:
 - developing planning in all subjects to the same standard as that seen in mathematics
 - ensuring that teachers have the necessary subject expertise to teach their subjects effectively
 - providing carefully planned opportunities for children in the Nursery to learn to speak, read and write in English and raising teachers' expectations of what all pupils can achieve in reading and writing by the end of the Reception Year
 - monitoring pupils' progress accurately across all subjects so that they can act where pupils are underachieving and ensure that the most able pupils are challenged sufficiently.
- Improve pupils' personal development, behaviour and welfare by:
 - teaching pupils how to use the internet safely
 - promoting respect for all of the protected characteristics as set out in the Equality Act (2010).
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders and managers have not ensured that all the independent school standards are met.
- They have not ensured that pupils make good progress from their starting points in subjects other than mathematics and geography.
- Leaders allocate half the pupils' time in school to learning religious studies. Afternoon sessions are devoted to all other subjects. Pupils study science, technology, history and physical, creative and aesthetic education at a very superficial level, however.
- There is a wide-ranging personal, social, health and cultural programme for pupils. However, the programme does not include information about life in modern Britain. Pupils do not learn about respect and tolerance for all groups of people who are defined in the 2010 Equality Act. This hinders pupils' preparation for life in modern Britain.
- Leaders and teachers inform pupils about other cultures. Pupils' understanding of other cultures is not very deep, however. Leaders do not ensure that pupils are taught how to keep safe using the internet.
- The pace of change for the curriculum is too slow and this limits pupils' progress across a range of subjects. The curriculum is not well balanced. Although English was introduced in key stages 3 and 4 as a GCSE subject in 2015, plans to introduce science and history as GCSE subjects have not been implemented. Pupils only study three GCSE subjects, English, mathematics and geography. They also study a level 2 certificate in financial education. The narrow range of GCSE subjects provided limits pupils' opportunities for the next stage of their education or employment.
- Leaders have not ensured that teaching in subjects other than mathematics and geography in key stages 3 and 4 is effective. The regular training leaders have provided for staff is not having enough impact in improving outcomes for pupils across all subjects and year groups.
- Leaders do not track pupils' progress across subjects in key stages 3 and 4 effectively. Pupils' progress, in most subjects, does not lead to the standards they are capable of achieving.
- Since 2015, leaders have improved the provision for teaching English in all key stages. Pupils' reading, and especially their writing, have improved in key stages 1 and 2 but this was from a very low base. The legacy of weaker teaching in previous years affects the progress of pupils in English in key stages 3 and 4.
- The curriculum plan for mathematics and geography is very detailed. Teachers show strong subject knowledge. Pupils are assessed regularly and are given additional support if necessary. Pupils' progress in these subjects is strong.
- The faith curriculum is very extensive. Leaders manage this effectively and track pupils' progress with care. Within religious subject lessons, pupils learn about their own culture in great depth. Parents greatly value this focus for their children.
- The leadership of special educational needs (SEN) and/or disabilities is a strength of the school. Pupils who have SEN and/or disabilities make strong progress, for example in

mathematics, as a result of the support they receive.

- Leaders ensure that pupils learn about British values such as democracy and the rule of law and mutual respect. The extra-curricular programme develops their understanding of some aspects of this and includes visits to the Houses of Parliament and the law courts.

Governance

- Governors have not been rigorous in checking that all the independent school standards are met.
- Governors' meetings focus on operational issues such as the organisation of rooms for a graduation ceremony with little discussion on strategic planning.
- Governors do not oversee the checks on staff prior to their appointment. They rely on information provided by the school's compliance officer. Nor do they check with the pupils themselves that pupils are safe in school. They rely on information provided by the leaders.
- Governors do not challenge leaders about standards. There is no evidence that they have challenged leaders about the limited curriculum offer or pupils' poor outcomes in GCSE English and in other subjects. Governors meetings are brief and irregular.
- Governors were unable to provide evidence of strategic challenge and support for school leaders in improving the quality of education provided for their pupils.

Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding policy meets current regulations. The school does not have a website. Leaders provide copies of this policy to parents on request. School records show all appropriate checks on staff are carried out prior to their employment and records are kept up to date.
- Leaders ensure that staff are trained appropriately and regularly in safeguarding. Senior staff have relevant safeguarding qualifications. However, some staff are unable to recall and understand recent training on the 'Prevent' duty.
- Leaders ensure that the premises and resources are adequate to deliver the curriculum. However, in some areas the environment does not support learning well. For example, some of the classrooms are cramped and untidy with little space for pupils to work.
- Leaders put additional safety measures in place. There are security guards at all times at the entrance to the school. All parents, staff and pupils who met with or wrote to inspectors said that pupils are safe and very well cared for in school.

Quality of teaching, learning and assessment

Inadequate

- Teachers' planning is too variable. In key stages 3 and 4, in most subjects, the quality of planning and teaching is weak. Most teachers do not plan lessons which enable pupils to make progress. Pupils' progress in subjects such as English, science and history is poor because of this.

- The legacy of limited teaching of reading and writing in English in previous years has affected pupils' attainment and progress in English in key stages 3 and 4. Pupils' attainment in GCSE English in 2017 was below the national average. Since the last inspection, the teaching of reading and writing in key stages 1 and 2 has improved. As a result, pupils make stronger progress in mathematics and writing by the end of key stage 2 than before.
- In some subjects, pupils' work does not build on previous learning. In these subjects, teachers do not provide pupils with work that is sufficiently challenging or demanding. This is because not all teachers have the subject knowledge necessary to teach their subjects effectively.
- Teachers often do not consolidate learning through effective questioning. There are limited opportunities for extended writing for older pupils. Pupils do not deepen and develop their understanding because of this lack of challenge.
- Assessment practice is variable between subjects and key stages. In some subjects in key stages 3 and 4, pupils are rarely assessed. Subject leaders do not track the progress of pupils with different starting points. Leaders were unable to provide school information on pupils' progress in subjects other than mathematics, science and English. The work in pupils' books, together with the information provided by subject leaders, shows that pupils' progress is inadequate. Pupils' poor progress also reflects the poor quality of teaching in English, history and science.
- Recent improvements in teaching and assessment in key stages 1 and 2 are having a positive impact on pupils' progress. Pupils in key stage 2 write effectively in different styles, although pupils' writing is less strong in key stage 1. There is a new science curriculum in place, but the teaching of scientific skills is weak.
- The percentage of pupils reaching the national average of attainment in reading is low because of a legacy of weaker teaching in previous years. Pupils' progress in mathematics is strong because of stronger teaching in mathematics.
- The planning and teaching of mathematics and geography in key stages 3 and 4 is effective. Teachers assess pupils carefully and provide additional support where pupils fall behind. Pupils from all starting points make strong progress in these subjects.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Pupils learn in depth about their own culture, religion and traditions. Teachers provide lessons about other cultures and beliefs, but these topics are not taught in any depth so pupils' understanding of other cultures and religions is superficial.
- Staff are effective role models and support pupils in developing a strong respect for each other and for adults. Pupils' respect for others is evident in aspects of their school life. However, teachers do not acknowledge the diversity of families and relationships in modern Britain. As a result, pupils do not develop respect and understanding for some of the protected characteristics.

- Pupils do not have access to any information on, or use of, the internet. Teachers do not teach pupils how to keep safe when using the internet. This limits pupils' access to a great deal of information and technology to prepare them more effectively for life in modern Britain. For example, the resources for teaching science are limited. There are no laboratories to conduct experiments or demonstrations.
- Careers advice and guidance in school focuses on caring professions. Pupils are given advice on progression to the local seminary but not to further and higher education. Pupils told inspectors they would like information on careers such as accountancy and property management.

Behaviour

- The behaviour of pupils is good. Teachers set high expectations. Pupils' attendance is broadly average. Pupils display exemplary behaviour in lessons and in social times.
- School records show that pupils understand the behaviour policy and incidences of poor behaviour are rare. There is a calm, purposeful atmosphere around the school. Pupils and staff confirm that discriminatory behaviour including bullying is rare.
- Pupils show positive attitudes to learning and enjoy participating in lessons.

Outcomes for pupils

Inadequate

- The narrow curriculum affects pupils' progress overall. From pupils' starting points, progress in English, science and history is poor. In other subjects, except mathematics and geography, pupils in key stages 3 and 4 experience a very limited curriculum. For example, pupils are taught to sew but wider aspects of textile technology are not taught. The short amount of time allocated to secular subjects greatly reduces the content that can be taught.
- The qualifications pupils obtain restrict opportunities for them to progress to the next stages of education and employment. Pupils leave the school with only three GCSEs and a level 2 qualification in finance. The pupils are capable of achieving far more than this. They are underachieving significantly.
- In key stages 1 and 2, pupils' progress in mathematics and writing is stronger than their progress in reading. Pupils' progress in reading is variable. Teachers focus less on pupils' reading and writing than they do on mathematics. More recently, teaching in English has developed in the primary phase.
- Pupils' progress in English in key stages 3 and 4 is weak. Pupils are given work which does not stretch or challenge their ability. Pupils' progress in their work books is limited because there are few opportunities for extended writing.
- Pupils make substantial progress in mathematics and geography because of the strong teaching they receive. Pupils' attainment in GCSE mathematics and geography was well above national average attainment in 2017. Pupils' attainment in English was well below national average attainment.
- Children in early years make good progress. Leaders introduced many changes after the last inspection. Teaching in English is introduced at an earlier stage and children are

assessed and tracked carefully to ensure effective progress for all.

- Pupils' progress and attainment in religious studies are substantial. Pupils' attainment in external examinations in these subjects at the end of Year 11 show very strong outcomes.

Early years provision

Requires improvement

- Effective leadership in the early years has brought about considerable improvements since the last inspection. Children benefit from effective teaching and a curriculum which increasingly meets their needs.
- Children make good progress from typically average starting points. Last year, the proportion of pupils who reached a good level of development by the end of the Reception Year was in line with the national average.
- Leaders have adapted the early years curriculum to ensure that more teaching is delivered in English. This is particularly the case in the Reception Year. Opportunities are missed in the Nursery to take full advantage of children's enthusiasm for learning English, however. The teaching of English in the Nursery is not planned systematically or carefully enough.
- Teachers support children through play to help improve their writing during the Reception Year. Not all staff have sufficiently high expectations of what all children can achieve in reading and writing, however. This hinders the achievement of some pupils in their writing.
- Children are assessed regularly. Teachers use assessment information effectively to plan sequences of learning in most cases. Leaders understand well how individual children are achieving and use this information to identify the areas of learning in which they need to develop further.
- Children develop positive attitudes to learning. They are attentive and behave well. Children enjoy learning about new topics and respond enthusiastically to opportunities to improve their skills in speaking, reading and writing in English.
- Leaders ensure that the environment is secure and safe for children. Safeguarding is effective. Staff are appropriately qualified. The ratio of adults to children meets statutory requirements. Leaders involve parents in their child's development. Parents wrote very positive letters about the support and care their children are given in early years.

School details

Unique reference number	131342
DfE registration number	204/6400
Inspection number	10035791

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 category	Independent school
Age range of pupils	3 to 16
Gender of pupils	Girls
Number of pupils on the school roll	281
Number of part-time pupils	0
Proprietor	Beis Trana School
Chair	J Konig
Headteacher	Mrs Smaya
Annual fees (day pupils)	None
Telephone number	020 8815 8000
Website	No website
Email address	btschool@btconnect.com
Date of previous inspection	June 2014

Information about this school

- Beis Trana is an independent day school for girls aged from three to 16 from Charedi Jewish families. It opened in 1995 and is situated in the Stamford Hill area of London. The school abides by the standards set by the Rabbinate of the Union of Orthodox Hebrew Congregations. The main language spoken at home is Yiddish.
- 'Kodesh' (religious studies) is taught in the mornings, in Yiddish, and 'Chol' (the secular curriculum) is taught in English in the afternoons.
- The school does not use any alternative provision.
- Beis Trana Girls' School was inspected in June 2014. A progress monitoring inspection

took place in March 2015.

Information about this inspection

- During the inspection, inspectors observed lessons, reviewed pupils' books, listened to pupils reading, and met with pupils in small groups.
- Inspectors met with governors, leaders and teachers.
- Inspectors reviewed school policies and other relevant documents. They also looked at school information on pupils' progress, behaviour and welfare.
- Inspectors considered responses from parents to the Ofsted online questionnaire, Parent View, and the 32 responses from staff. Twenty-five parents responded to Parent View. Thirty-three parents wrote to inspectors.
- Key stage 3 and 4 pupils attended a sports tournament on the afternoon of 3 July. Key stage 1 and 2 pupils attended a sports day on the afternoon of 4 July.

Inspection team

Dame Joan McVittie, lead inspector

Ofsted Inspector

Andrew Wright

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if-
- 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].
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught.

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.

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 4234, 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/government/organisations/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 www.gov.uk/ofsted.

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 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018