

Beis Ruchel Girls School

11 Norton Street, Salford, Greater Manchester M7 4AJ

Inspection dates

11–13 July 2018

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- The curriculum does not currently enable pupils, including the most able pupils, to gain GCSE qualifications in geography and science in line with their ability.
- Personal, social and health education (PSHE) is taught within a range of subjects across the kodesh (religious) and chol (secular) curriculums. However, leaders are not sure which aspects of PSHE are taught where and when.
- Leadership, management and pupils' personal development require improvement because the school does not meet the independent school standards that relate to all the protected characteristics set out in the Equality Act 2010.
- The school's system to check pupils' progress is not precise enough. Some targets set for pupils are not challenging enough, especially for the most able pupils.
- Inspectors were only able to speak to a limited number of pupils, as some parents and carers had withdrawn their consent. Inspectors were only able to ask pupils questions about some of the protected characteristics. This limited access to pupils inhibited inspectors' ability to triangulate evidence in relation to compliance with several of the independent school standards.

The school has the following strengths

- The head of chol and the head of kodesh studies provide effective leadership to ensure that teaching, learning and assessment are consistently good. They check teaching thoroughly and provide good-quality feedback and training for teachers.
- Staff are motivated and committed to their work. Leadership responsibilities are effectively devolved.
- Governors have the skills to support and challenge leaders. They are committed to developing the curriculum further and have invested in improving the school's facilities.
- Safeguarding arrangements are effective. Pupils thrive in the care of staff and grow in confidence. Pupils who spoke to inspectors reported that they feel happy and safe in school.
- Pupils' behaviour is good. They are respectful and considerate towards each other. They are conscientious and enthusiastic in their work.
- Careers education, information, advice and guidance are helpful to pupils.
- Effective teaching supports pupils to make good progress from their starting points. Teachers are knowledgeable and imaginative in their teaching. They motivate pupils to do well.

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 annex to this report.

Full report

What does the school need to do to improve further?

- Develop the curriculum in order to:
 - enable all pupils to access a broader range of GCSE or equivalent qualifications
 - ensure that the most able pupils attain qualifications that are in line with their ability
 - ensure that PSHE is taught systematically at key stage 3.
- Develop the system to check pupils' progress by:
 - ensuring that pupils' progress is checked against standards that are appropriate to their age and abilities
 - making sure that the targets that are set for pupils are suitably challenging, especially for the most able pupils.
- Ensure that pupils are supported to develop an understanding of the full range of people who make up modern British society, including those with different sexualities and gender identities, in accordance with the Equality Act 2010.
- Ensure that school leaders work with parents to alleviate their concerns about pupils speaking to inspectors. This is to ensure that the school is able to provide the full range of information requested in connection with inspection.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leadership and management require improvement because there are unmet independent school standards. The unmet standards are those about encouraging respect for other people, paying particular regard to all the protected characteristics set out in the Equality Act 2010. The school's curriculum does not develop pupils' understanding of people of different sexual orientations or those who have undergone or are undergoing gender reassignment. School leaders state that parents do not feel such topics are suitable for discussion with their children in school.
- Other aspects of the curriculum meet the standards. The chol curriculum provides pupils with good-quality experiences in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The kodesh curriculum promotes an in-depth understanding of the Torah and Jewish law and knowledge.
- Pupils take a range of qualifications, including GCSE or international GCSE (IGSE) in English, mathematics, history, art, citizenship and food and nutrition. Science and geography are taught well but the school does not currently offer qualifications at GCSE in these subjects. Leaders are in the process of building a science laboratory and extending teachers' skills in order to provide pupils with more choice.
- Most aspects of pupils' spiritual, moral, social and cultural development are promoted well. They are respectful of each other's feelings and listen to different points of view. Pupils discuss moral issues thoughtfully and knowledgeably, drawing on evidence from their reading. Pupils are keen to contribute in their community, for example by helping elderly residents and raising funds for charities.
- The chol and kodesh curriculum effectively promote pupils' understanding of British values of democracy, the rule of law, individual liberty and respect and tolerance of those with different faiths and beliefs. They learn about British values in several subjects. All pupils achieve either a GCSE in citizenship or a certificate in 'Preparation for Working Life'. These courses promote a broad range of British values and employment options, preparing pupils positively for life in modern Britain.
- The school's policy on equalities refers to protected characteristics generally and emphasises the importance of respect. Pupils are taught that 'every person has their own purpose in the world' and that 'respect should underpin all interactions'. Pupils learn about the origins and history of different world religions, and show respect for people with different faiths and beliefs. They learn about and respect differences based on race and background. They show great respect for their elders and for people who have disabilities. However, aspects of pupils' understanding of equality and diversity in wider society are not promoted in school.
- PSHE is taught across the chol and kodesh curriculums. The scheme of work covers a wide range of topics and includes the use of contemporary literary texts focusing on ethical or moral issues. Topics are taught well, but knowledge and skills are not taught systematically. Consequently, leaders are not sure which topics are covered in which subjects or whether the PSHE scheme of work is covered fully.
- Pupils' learning is enriched by visits, visitors to school, extra-curricular studies and

themed days. For example, pupils held elections for pupil representatives at the time of the British elections. During the 'careers week' being run during the inspection, pupils explored the qualifications and skills needed for different professions, such as architect, accountant and journalist, and for various small businesses.

- The head of school and the head of Jewish studies provide good leadership and ensure that teaching and learning are good. There are comprehensive systems to check the quality of teaching and learning, based on the teaching standards. Leaders set clear targets for teachers and provide feedback that supports continuous improvement.
- Leadership responsibilities are effectively devolved to curriculum leaders, subject leaders and the special educational needs coordinator (SENCo). Leaders at all levels contribute effectively to monitoring. They regularly observe teaching, scrutinise pupils' work and check planning and assessment alongside curriculum leaders.
- Effective leadership of provision for pupils who have special educational needs (SEN) and/or disabilities ensures that pupils receive appropriate support. Pupils' progress is checked carefully. The SENCo provides good-quality training for staff on specific SEN support, for example speech and language and dyslexia. Links with outside agencies are supportive and appropriate.
- Effective self-evaluation informs school-development planning and training. Teachers access a range of good-quality training and receive regular feedback to improve their knowledge and skills. Training supports them in keeping up to date with curriculum changes and develops their skills.
- Staff are motivated and committed to their work. Teaching staff value the guidance they receive from leaders, saying, 'We are given feedback on how to improve, make changes and build on our strong points.' Staff are confident in the leadership team and feel well informed. They say, 'The school is expertly managed, so staff know what their duties are and are well supported.' Communication is good across the school.
- The system to check pupils' progress successfully identifies pupils who are not making expected progress so support can be put in place. It shows that the majority of pupils meet or exceed the expectations set by teachers, based on the school curriculum and courses being followed. However, some of these expectations are not challenging enough for the most able pupils, particularly in science and geography, where pupils follow entry-level courses.
- The school is well organised and well maintained. Good-quality displays support pupils' learning. The outdoor areas provide a good space for physical education (PE) and recreation.
- Parents are kept well informed through reports on their children's progress each term. The prospectus clearly outlines the curriculum offered, the complaints procedures and the vision of the school. Parents who made their views known are very positive about the school, stating, for example, 'We can approach leaders with any problems' and 'Children are very happy.' Leaders take full account of parents' views and have amended provision accordingly. For example, leaders have introduced more PE following requests from parents.

Governance

- Governance is provided by a governing body, chaired by the proprietor.
- Governors have the knowledge and skills to support and challenge leaders effectively. They quality-assure the work of the school and ensure that good-quality teaching and learning are sustained. They manage the performance of the senior leaders effectively. However, governors have not ensured that all independent school standards are met. This is because their culture and beliefs lead them to the conviction that pupils of school age should not be taught about protected characteristics relating to gender reassignment and sexual orientation.
- Governors have a clear purpose and vision for the school, founded on the principle of preparing pupils for their long-term roles as contributing members of their community who show respect to others. They aim to maximise pupils' potential, enabling them to experience a broad curriculum.
- Governors are committed to developing provision, including the curriculum offered. They have invested in developing the premises to provide a modern kitchen area for food and nutrition studies and a science laboratory.

Safeguarding

- The arrangements for safeguarding are effective.
- The safeguarding policy and related policies take into account the most recent government guidance. They refer to all potential risks to pupils' health and safety outlined in guidance, including, for example, how to keep safe online, the risks associated with extremist views, child sexual exploitation and forced marriage. Policies are implemented effectively and staff know what to do if they have any concerns. All staff are aware of external agencies that they can contact if they have safeguarding concerns.
- Pupils are cared for and feel safe in school. The PSHE and kodesh curriculums raise pupils' awareness of how to stay safe and physically and mentally healthy.
- Staff have completed relevant training and have a good understanding of their safeguarding responsibilities. They know which staff have completed higher-level training and can provide advice in safeguarding, health and safety, fire safety, first aid and the 'Prevent' duty.
- The school premises are well maintained and organised, safe and secure. Risk assessments are thorough and minimise hazards in school and when pupils are taken out on trips.
- Leaders engage effectively with parents to ensure that pupils are supported and safe in school and the local community. They track attendance carefully and follow up any absences immediately. The school does not have a website. Leaders provide the safeguarding and related policies to parents on request.

Quality of teaching, learning and assessment

Good

- Teachers motivate pupils with their enthusiasm. They make learning interesting by using resources imaginatively. For example, in Year 7 mathematics, teachers used examples from the environment and explored shapes in baking to demonstrate the difference between three-dimensional shapes that are prisms and those that are not.

- Teachers have good subject knowledge and detailed understanding of course specifications. Teachers' thorough assessment informs planning for pupils' next steps. Good-quality feedback to pupils, in line with the school's policy, ensures that learning is secure. Lesson planning builds on pupils' prior learning successfully.
- Pupils are encouraged to use their initiative and develop their imagination in learning. Their creative skills are developed successfully in art, food and nutrition and sewing. In art, for example, pupils were encouraged to try out their ideas in creating three-dimensional drawings and share them with the class.
- Pupils' mathematical and literacy skills are developed well across the curriculum. Teachers share their planning so they know what pupils are learning in other subjects. For example, pupils' learning about three-dimensional shape in mathematics is reinforced in art and technology. Pupils' use of grammar and punctuation is reinforced in English, history and science. Kodesh studies reinforce pupils' learning targets set within the chol curriculum.
- Pupils' communication skills are well developed. They are encouraged to verbalise their understanding and give their views. In a history lesson, for example, pupils discussed their understanding of the Korean War incisively and intelligently.
- Teachers maintain the interest of the most able pupils by setting them additional challenges that deepen their learning and thinking. This is especially effective in English, mathematics and kodesh studies. However, the course work provided for the most able pupils is not challenging enough in geography and science.
- Pupils who have SEN and/or disabilities are supported effectively. Learning support assistants are managed effectively by the SENCo and make a good contribution to pupils' learning. Good-quality individual education plans ensure that teaching builds on prior learning systematically.
- Parents are successfully involved in their children's learning. They receive regular reports on their children's progress. Homework is set regularly and with care to ensure that pupils' workload is manageable while providing challenge.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Personal development requires improvement because the independent school standard about encouraging respect for other people, paying particular regard to all the protected characteristics set out in the 2010 Equality Act, is not met.
- Pupils uphold the school's code of conduct with pride, following the good examples set by staff.
- Relationships between pupils and staff are positive. Pupils and staff show respect and care for each other. Pupils' contributions are valued. The positive relationships help pupils feel at ease.
- Bullying incidents are recorded in detail and followed up effectively on the very few

occasions these have happened. Pupils have a good understanding of most types of bullying, including that relating to prejudice against people because of their appearance, beliefs or culture. Pupils are not taught about protected characteristics relating to sexual orientation or transgender status.

- Pupils say they are able to raise any concerns directly with staff or through the 'bullying box'. Pupils are confident that staff will deal with any bullying swiftly and fairly if it should arise.
- Pupils say they feel safe and are safe in school. They gain a good understanding of how to keep themselves healthy and safe in school and in the local community. For example, they learn about healthy eating, keeping fit and keeping safe on the roads. Pupils understand how to keep safe when using basic communication technology. They have a good understanding of the risks in using the internet and how to report concerns.
- An external consultant provides advice and support for any pupils who raise concerns about behaviour, safety or incidents in school. Pupils value therapy sessions and feel they can talk to any staff about concerns. The consultant also provides training and support for staff in promoting pupils' personal skills, physical and mental health, and welfare. Staff are alert to any issues and support pupils effectively.
- Pupils make valuable contributions to the local community and charities. They regularly help out at residential homes for senior citizens and for people who have SEN and/or disabilities. Pupils have raised funds for charities, collecting and selling clothes.
- Careers education, advice, information and guidance are effective. Pupils explore different careers within the taught curriculum and during themed weeks. They are advised on different careers by an independent careers adviser.
- Pupils are taught work-related skills in citizenship, PSHE, courses about preparation for working life and through work experience. During the inspection, pupils enthusiastically researched the knowledge, skills and attributes required for different careers, such as architecture, journalism and accountancy. Each class prepared a presentation for the rest of the school.

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning. They want to do well and are conscientious in their work. Their books are neat and well kept. Pupils are proud of their achievements and say that they feel 'lucky to be part of the school'.
- Pupils are self-disciplined, self-motivated and obedient. They listen attentively and focus on the tasks they are given. They talk about their work enthusiastically.
- Pupils behave with consideration and respect towards each other. In lessons, they collaborate successfully in group tasks. They take account of each other's points of view and work to their strengths when completing group tasks. In PSHE, for example, pupils collaborated to create thought-provoking presentations, posters and short plays to inform their peers about different professions. In shared areas of the school, pupils are kind and sociable towards each other.
- The vast majority of pupils have good attendance and are punctual. Absences are followed up rigorously and reasons are recorded.

Outcomes for pupils

Good

- Pupils' books show they make good progress in their studies from their various starting points on entry to the school. There is a broad curriculum that provides experience in a range of subjects and lays foundations for further learning.
- Pupils gain a number of useful qualifications. Alongside a range of qualifications gained in kodesh studies, secular qualifications currently include: IGCSE in English, mathematics and food and nutrition; GCSE in history, art and citizenship; entry-level certificates in geography and science; and a certificate in preparation for working life. Pupils typically attain higher grades, at or above grade C or grade 5, in the GCSE and IGCSE examinations.
- Lower-ability pupils make especially good progress. Their English language and mathematical skills are a focus in learning across the curriculum and are developed well. Pupils who have SEN and/or disabilities make good progress because the curriculum is adapted appropriately to meet their needs.
- Pupils who are at the early stages of speaking English are supported effectively. They often make rapid progress in the chol curriculum as their English-speaking skills develop. All pupils speak Yiddish at home and kodesh studies are conducted in Yiddish. Pupils' well-developed bilingual skills assist learning across the curriculum.
- The most able pupils make good progress in the units of work they are given. They typically exceed the expectations that are set for them and gain high grades in GCSE and IGCSE examinations. However, their attainment is limited in science and geography by the courses they take.
- On leaving school, pupils typically go to a seminary and the vast majority attend the local seminary affiliated to Salford College. Pupils pursue A-level or vocational qualifications alongside their continuing kodesh studies.

School details

Unique reference number	136086
DfE registration number	355/6057
Inspection number	10038931

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	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	136
Number of part-time pupils	None
Proprietor	Mr B Krausz
Chair	Mr B Krausz
Headteacher	Mrs E Krausz
Annual fees (day pupils)	Agreed with proprietor on admission
Telephone number	0161 708 8383
Website	None
Email address	mrstauber@beisruchel.co.uk
Date of previous inspection	25 November 2014

Information about this school

- Beis Ruchel Girls School was established in 1996 and is situated in the heart of the Jewish community in Salford, North Manchester. It is an independent Haredi (strictly orthodox) Hasidic Jewish school for girls between the ages of 11 and 16.
- Most of the girls belong to the Satmar Hasidic community. Some come from other Hasidic groups or Litvish or Sephardi backgrounds. The large majority of pupils come from Yiddish-speaking homes and speak English as an additional language. Kodesh is taught in the morning in Yiddish and chol is taught in the afternoon in English.

- A below-average proportion of pupils have SEN and/or disabilities.
- Since the last inspection, a new head of secular studies has been appointed and the leadership and management arrangements have been restructured. Curriculum and subject leaders have been appointed, devolving leadership responsibilities across the school.
- The last inspection, in November 2014, judged the school to be good.
- The school does not have a website. Policies are provided for parents when pupils register at the school.
- The school does not use alternative provision.

Information about this inspection

- Inspectors observed teaching and learning and spoke to pupils as they completed their work. They carried out a detailed scrutiny of pupils' work in each subject from Years 7 to 10.
- Inspectors met with a group of pupils to gain their views on the school, their work, personal development and safety.
- Inspectors met with senior leaders, middle leaders, the proprietor, four members of the governing body and external advisers.
- Inspectors looked at school documentation, including self-evaluation, development planning, anonymised information about teachers' performance, and monitoring and tracking data and policies. They looked at the single central register and safeguarding procedures, behaviour and bullying logs, attendance information and registers.

Inspection team

Jean Olsson-Law, lead inspector	Ofsted Inspector
John Shutt	Ofsted 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(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 subparagraph (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 Equality Act 2010.

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.

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