

Beis Ruchel Girls School

1–7 Seymour Road, Manchester, Lancashire M8 5BQ

Inspection dates

22–24 January 2019

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

Summary of key findings for parents and pupils

This is a school that requires improvement

- Leadership and management require improvement because the school does not fully meet the independent school standards. The unmet standards are those concerned with the protected characteristics.
- Leaders' systems for measuring the impact of their strategies in order to improve the outcomes for pupils are underdeveloped.
- The quality of teaching is inconsistent. Many teachers are newly in post and are still developing their skills.
- Pupils' progress in reading and writing is less strong than it is in mathematics.
- The curriculum prepares pupils well for life in their own community, but less well for life in the wider world.
- Systems implemented to support new teachers are still at an early stage of development and have not yet had an impact on improving the quality of teaching and learning.

The school has the following strengths

- The school's values of self-discipline and mutual respect are evident in the positive relationships which exist across the school.
- Pupils feel safe in school and behave well. They are proud of their school.
- The new leader of early years is improving provision for the youngest children. However, there are not yet enough resources to support the development of literacy.
- Parents and carers are unanimous in their approval and appreciation of the school's work.

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 greater consistency in the quality of teaching and learning across the school, particularly in English, by:
 - providing training and support to increase the confidence of teachers in any area where they lack expertise
 - better enabling pupils to develop their reading and writing skills across the curriculum
 - ensuring that resources in the early years support the development of children’s literacy skills.
- Increase the effectiveness and impact of leadership and management by:
 - ensuring that the checks made on teaching are rigorous and effective
 - devising a programme of support for new teachers and a system to measure the success of this support
 - developing the new tracking system in the early years so that leaders have a clear overview of strengths and weaknesses.
- Ensure that approaches are developed which allow the school to pay particular regard to the protected characteristics, as defined in equalities law, within the personal, social and health education curriculum.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The proprietor, leaders and managers have made considerable improvements to the school's work since the previous inspection, but the school still does not meet the independent school standards in relation to the Equality Act, which identifies the protected characteristics.
- The school's equality and diversity policy contains reference to most, but not all, of the protected characteristics. The policy emphasises that the school is committed to teaching pupils tolerance towards others and respect for all people.
- Leaders, governors and the proprietor display complete conviction and passion to serve their community and provide an orthodox education which meets the Department for Education framework. All other aspects of the independent school standards are met.
- Issues from the previous inspection have mainly been addressed. The school has new and updated relevant policies. Attendance is recorded correctly. Much of the school was redecorated following the previous inspection report. However, parts of the building remain shabby and are again in urgent need of redecoration.
- Leaders and managers have not been effective in checking on the quality of teaching and learning since the previous inspection. Many teachers are new to the profession and all are unqualified. A new member of staff has been appointed very recently to work alongside the deputy headteacher to mentor and support new staff. It is too soon to see the impact of this appointment.
- A new coordinator of the provision for pupils with special educational needs and/or disabilities (SEND) is improving provision for these pupils. She provides training and support for class teachers. Staff now meet regularly to evaluate how effective support has been and measure pupils' progress more accurately.
- The curriculum is limited by the school's desire to keep closely to the confines of what parents expect their daughters to learn. Spiritual, moral, social and cultural development is central to the Kodesh curriculum taught each morning. The secular (Chol) curriculum is enriched by project work, such as learning about different countries and the science of different materials. Respect for, and appreciation of, British values, is woven into different aspects of the curriculum. Nevertheless, pupils are not as well prepared for life in modern Britain as other pupils because of their unfamiliarity with technology and their lack of understanding about the wider world.
- A new leader for the early years is beginning to improve teaching and learning and has established a new system for checking on the progress that each child makes. The system does not track progress across all classes, so leaders do not have a clear overview of the strengths and weaker areas of provision. Strategies to improve the teaching of English are in place, but it is too soon to judge the success of these.
- Parents are overwhelmingly positive in their support of the school. They praise the headteacher, the staff and the caring and safe atmosphere in school. Comments include: 'This school is providing our children with an excellent academic education in a positive and safe environment and preparing them well to succeed later in life.'

Governance

- The proprietor works with a governing body which is made up of members of the local Jewish community.
- Governors are ambitious for the success and development of the school but are unwilling to compromise with regard to the teaching of aspects of the Equality Act.
- Governors and senior leaders have very recently taken action to support the improvements needed in the quality of teaching with the appointment of a new member of staff to observe and coach the newest teachers.
- The appointment of a new site manager, who has responsibility for the safe running of all three sites, has ensured that the school meets all the independent standards in relation to its premises and health and safety requirements.
- Governors have the necessary expertise in finance to ensure that the school runs on a secure financial footing.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has good strategies to make sure that pupils are safe. Entrances and exits are secure, with locked gates, keypads and a high perimeter fence. The site manager is knowledgeable. He is meticulous in ensuring that all safety checks are in place and up to date. Paperwork is exemplary and he is fully aware of the guidelines for ensuring safety in the school and in the workplace.
- Leaders have undertaken all the necessary training, including safer recruitment training. Staff receive regular updates about any issues of new legislation. Staff feel confident that they know how to act to protect the pupils in their care. Several staff have undertaken first-aid training.
- All the school's policies relating to child protection and safeguarding are available for parents to see on request.
- The single central record contains all the necessary information. The school's child protection policy is detailed and fully implemented.

Quality of teaching, learning and assessment

Requires improvement

- Teaching and learning are not consistently effective across all classes. Less-experienced teachers do not yet have the skills to plan lessons which carefully match pupils' prior learning.
- In some classes, particularly in key stage 1, the pace of learning is slow because pupils are given tasks which are either too hard or too easy. Teachers' explanations of what they want pupils to do are not always clear, so pupils do not make the progress they could.
- There are missed opportunities for pupils to read aloud and improve their fluency and confidence in reading. Some pupils find it very difficult to speak loudly enough to be heard.
- Teachers are not setting consistently high expectations for the quality of pupils'

handwriting or for the overall presentation of work in books.

- In all classes, relationships between teachers and adults are very positive. Pupils listen carefully to their teachers and want to learn.
- More-experienced teachers have established clear codes of behaviour, respected and complied with by pupils, so that little learning time is lost. Pupils make stronger progress when work is structured, so they build up confidence in simple tasks before moving on to more challenging tasks.
- Some teachers use imaginative strategies, such as in mathematics, where pupils' understanding of the words 'circumference', 'diameter' and 'radius' was made much deeper with the use of a cut watermelon as a visual aid.
- Teaching assistants effectively support pupils' learning when they have been properly briefed by the class teachers in what they are required to do.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Some pupils are confident and self-aware, but some are very reserved and shy in the presence of visitors.
- Pupils are not taught about different kinds of families and gender issues and so are unaware of some of the characteristics of people in modern Britain.
- Most pupils respond well to their teachers and are keen to learn. Pupils have a good appreciation of most British values, and an understanding of British history and customs.
- Pupils are taught how to keep themselves safe in a variety of possible situations. They understand about 'stranger danger', road safety and the hazards of deep water and fire. They are aware of the important points about living healthy lifestyles.
- Pupils get on well with each other and say there is no bullying. If friends fall out, then they know a teacher will 'sort things out'.
- Pupils are proud of their school. They are taught to show tolerance and respect to everyone.

Behaviour

- The behaviour of pupils is good.
- For the most part, behaviour is good. Lessons are only disrupted if learning is not well matched to pupils' abilities or if the pace is too slow to keep them engaged.
- Pupils come to school well equipped and ready to learn.
- All pupils bring a packed lunch each day and eat it in their classrooms. This can result in a lot of discarded litter and untidy classrooms, which has a negative effect on the learning environment.
- Attendance is high. Pupils enjoy school and attend regularly.

Outcomes for pupils

Requires improvement

- Pupils' progress is stronger in mathematics than in reading and writing. This year, for the first time, leaders intend to enter pupils in Year 6 for national tests in mathematics.
- The quality of work in pupils' books in mathematics is variable. In some books, there is a considerable number of unfinished pieces of work and there is a great variation in the standard of presentation of work, especially in key stage 2.
- Leaders now analyse the progress of different ability groups and can identify which groups are making the best progress. Of the pupils currently in school, low- and middle-ability pupils make stronger progress than the most able pupils in mathematics and reading.
- Pupils in Year 6 spoke about their enjoyment of reading, but many stumbled over unfamiliar words and read in a mechanical way, rather than with flair and expression. Over half of last year's Year 6 pupils did not achieve a reading age which matched their actual age.
- The school's tracking information shows that pupils make the slowest progress in writing. Most pupils come from families who speak Yiddish at home, and some have little access to English reading materials.
- The new coordinator for SEND is developing more effective ways to support the progress of pupils with SEND. Leaders are developing individual education plans to enable pupils to achieve in line with their peers.
- Pupils particularly enjoy physical education lessons, in which they enjoy the exercise provided, and learn the conventions for teamwork and how to celebrate appropriately.
- Pupils' lack of familiarity with modern technology and research methods contributes to them being less well prepared for the next stage of their education than other pupils.

Early years provision

Requires improvement

- Since the previous inspection, a new leader has been appointed. She has started to address most of the areas for improvement.
- Leaders have trained staff in developing a new system for checking on the progress each child makes. This means that progress can be tracked from entry to the Nursery class until the end of the Reception Year. However, the system has not been in place long enough for the school to identify how well children are achieving. Because there is no overview, leaders do not have a clear idea about the strengths and weaknesses in the early years.
- Children in the early years are taught in rented accommodation which is clean, well lit, spacious and secure. There is immediate access to the extensive outdoor area, where children play and learn. Leaders have enhanced the indoor learning environment to meet the requirements of the early years provision. There are now role play areas, a play kitchen and laundry, painting and craft areas and numeracy displays. As a result, children use a range of resources to help their learning.
- There are two Nursery classes: 'little Nursery' for the youngest children who start school

just before their third birthday, and 'big Nursery' for children aged between three and a half and four and a half. There are two Reception classes. The additional space and high ratio of adults to children mean that every child receives individual attention and support.

- The strategy for improving children's English is not embedded. Teachers are encouraged to use English more regularly and to use more spoken English in the Reception classes. Phonics teaching begins in the Reception classes, as well as children's early work on the alphabet and early writing. As yet, children are very insecure in using any spoken English. Because of their slower development of English, they are less well prepared for the Year 1 curriculum than other children of their age.
- There are some stimulating displays about different foods, fruits, colours and trees and plants. Some are labelled in Yiddish and some in English to help children become more familiar with the written word.
- There are limited opportunities so far for pupils to explore all the areas for learning outdoors. Children have access to plenty of outdoor equipment, but less opportunity to experience learning in areas such as numeracy, reading and expressive arts.
- Children's behaviour is good. They develop positive and friendly relationships with each other and with their teachers. Staff are vigilant, so that children are well cared for and feel safe.
- All the policies and procedures required for the welfare and safeguarding of children are in place and are followed meticulously.
- Parents are exceptionally supportive of the setting and pleased with what the school offers. All the letters sent into the inspection team wrote in praise of the school's work. 'My child loves every minute of school,' was a typical response. Parents receive weekly newsletters which keep them informed about what is happening in school and what their children are learning.
- Leaders ensure that the independent standards, as they apply to the early years, are met.
- Inspection evidence supports the school's request for a material change to accommodate the greater number of children in the early years.

School details

Unique reference number

130286

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|-------------------------|----------|
| DfE registration number | 352/6050 |
| Inspection number | 10067885 |

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.

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| Type of school | Other Independent School |
| School category | Independent school |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Girls |
| Number of pupils on the school roll | 306 |
| Proprietor | B Krausz |
| Headteacher | Esther Krausz |
| Annual fees (day pupils) | £1,591-3,900 |
| Telephone number | 01617951830 |
| Website | The school does not have a website. |
| Email address | mrskrausz@jnr.beisruchel.co.uk |
| Date of previous inspection | 21–23 March 2017 |

Information about this school

- Beis Ruchel Girls School is an independent school for girls which opened in November 1995. The school is located in the Crumpsall area of Manchester, about four miles north of the city centre.
- The school is a provider of nursery education on a separate site in Bevendon Square.
- There are currently 240 pupils in the Junior school and 66 on roll in the early years.
- A below-average proportion of pupils have SEND. The proportion of pupils with an education, health and care plan is very low.
- The school provides education for the children of the religious Orthodox Jewish Chassidic communities in Manchester and Salford. Most pupils are members of the Satmar community. Some girls from other Jewish backgrounds also attend the school.
- The school offers a religious (Kodesh) and a secular (Chol) curriculum.
- The school does not have a website.
- The school aims to prepare the girls to become active members of their community, living

ethical lives in harmony with others.

- The proprietor has identified new premises for the school on the same site as the secondary school. Plans are in place to purchase these premises and move the entire school onto the one site.

Information about this inspection

- The lead inspector toured both premises used by the school with the site manager.
- Inspectors observed teaching and learning across all classes, mainly in Chol subjects. They looked at the work in pupils' books and folders. They observed pupils' conduct in lessons and at breaktimes and lunchtimes.
- Inspectors made several visits to the early years site to meet the leader of early years and observe the children learning.
- Inspectors held meetings with the proprietor and a governor, senior leaders, the SEND coordinator, the early years leader and with a group of teachers. They met formally with a group of Year 6 pupils and spoke to many pupils in lessons and informally around the school.
- Inspectors reviewed documents to confirm compliance with the independent school standards and to provide other inspection evidence. These included documents relating to safeguarding, school policies and procedures, school development plans, curriculum information and tracking information of pupils' progress.
- Inspectors received 47 letters from parents of pupils in Years 1 to 6 and 22 letters from parents of children in the early years.
- As part of this inspection, the Department of Education commissioned Ofsted to consider the school's request for a material change with regard to the number on roll. The school is currently registered for up to 250 pupils. The school has requested that this be increased to 300 to accommodate increased numbers in the early years department.

Inspection team

Judith Straw, lead inspector

Ofsted Inspector

Linda Griffiths

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; 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.

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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