

# Bnois Jerusalem Girls School

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

**Inspection dates**

27 March 2019

**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

#### *Paragraph 2, 2(1), 2(1)(a), 2(2), 2(2)(d), (2)(d)(ii), 2(2)(j)*

- At the time of the June 2018 inspection, it was found that the school's personal, social, health and economic (PSHE) education did not encourage respect for all other people, particularly people with some of the protected characteristics as set out in the 2010 Equality Act.
- The action plan stated that leaders would review the PSHE policy and curriculum to encourage pupils to have tolerance and respect for anyone, no matter who they are, their ethnicity or origin. In addition, a campaign of assemblies and wall displays would also promote respect for the school and the wider community. However, no detail was given in the plan in relation to pupils respecting different faiths, or how the revised curriculum would have full regard for all of the protected characteristics, as set out in the 2010 Equality Act.
- Leaders have followed through on their planned actions, and revised the PSHE curriculum for all age groups. There are increased opportunities for pupils to learn about respect and tolerance for others, such as those who are elderly or have a disability. Across the school, pupils learn about other cultures. For example, some pupils have learned about Chinese and Japanese culture, while others have been exploring their heritages from a geographical perspective. Overall, pupils' learning about cultures is limited, and does not reflect the diverse community in which pupils reside. Further, pupils of all ages still have insufficient opportunities to learn about other faiths represented in modern Britain.
- Inspectors were not able to speak to pupils to ascertain their knowledge and understanding.
- The requirements of this paragraph remain unmet.

#### *Paragraph 2(2)(e), 2(2)(e)(i), (2)(e)(ii), 2(2)(e)(iii)*

- At the time of the June 2018 inspection, it was found that the careers programme was not impartial. Most activities, for example a question and answer panel, draw only from within the Orthodox faith community.
- The action plan states that the school's careers education programme and policies would be revised, and careers education training would be provided for staff. The revised programme would expose pupils to information on a range of careers. These careers

would reflect a breadth of national opportunities so as to inspire and take account of pupils' aptitudes and strengths. A schedule of speakers from different disciplines would be put in place, and one-to-one guidance provided for any pupil wanting to discuss post-school plans.

- As planned, leaders have appointed a careers adviser from within the school to take responsibility for the design and implementation of a careers education programme. The adviser has established this programme. This is delivered through careers, PSHE and subject lessons, as well as a series of visiting speakers. In addition, a member of staff, who acts as their careers adviser, now supports older pupils. A programme of speakers is in place, and two talks have already taken place. School questionnaires and surveys show that pupils view these and other recent experiences, such as the visit to the Courts of Justice, very positively. However, the programme has yet to reflect the full breadth of careers reflected in modern Britain. The school states that all pupils move to a seminary for their post-16 education where there are some courses to follow. However, pupils are not made aware of the range of pathways on offer at the end of Year 11.
- Leaders are endeavouring to provide pupils with impartial advice and guidance. However, most of the programme is delivered by school staff or speakers who are members of the Orthodox faith community. Overall, pupils' experiences and the guidance they receive are too limited. This means that pupils cannot make fully informed choices from a broad range of career options. As the inspectors were unable to speak to pupils, it was not possible to ascertain their views of the provision of careers advice and guidance.
- The requirements of this paragraph remain unmet.
- The school does not meet all the requirements for this part.

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

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

- At the previous inspection, weaknesses in pupils' spiritual, moral, social and cultural (SMSC) development were identified. Leaders did not promote respect for other faiths and beliefs, or ensure that pupils know about and, hence, appreciate other cultures. Furthermore, it was found that leaders were not encouraging respect for all of the protected characteristics set out in the Equality Act 2010.
- In its action plan, the school outlined revisions to the PSHE and SMSC policies, and enhancements to the PSHE curriculum. This was in order to encompass a wider range of SMSC aspects in the curriculum. In addition, where possible, subject teachers would promote the British values of democracy, the rule of law, mutual respect, individual liberty, and tolerance of others with different faiths and beliefs.
- Some revisions to the curriculum have taken place. However, pupils are still not taught about other faiths and beliefs in any depth. Further, pupils' learning about other cultures is very superficial, such as through school productions or stories based in other cultures.
- In line with their action plan, leaders and staff encourage pupils to have tolerance and respect for everyone. However, leaders remain clear that the school does not develop pupils' understanding of all of the protected characteristics set out in the Equality Act 2010.

- In line with the action plan to develop the school's SMSC work in subject teaching, leaders are adopting an externally written pilot scheme. The scheme is designed for pupils in key stages 2 and 3, and aims to help staff promote British values across the curriculum. This includes the promotion of tolerance and respect. While leaders have undertaken training and cascaded this to staff, they have yet to implement the programme for pupils. Scrutiny of the scheme's content shows this to be a positive step, but it is too early to assess any impact.
- The school stated that there would be a campaign through assemblies and wall displays to promote respect for the school and wider community. However, inspectors found little evidence of this, beyond a display promoting British values in the early years provision.
- Inspectors were unable to obtain views from pupils about the school's work to promote respect for those with protected characteristics. Further, they could not assess pupils' knowledge and understanding of other cultures and faiths.
- The requirements of this paragraph remain unmet.
- The school does not meet all the requirements for this part.

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

#### *Paragraph 7, 7(a), 7(b), 10*

- At the time of the last inspection, safeguarding was judged not to be effective. Leaders did not ensure that pupils were given practical advice about how to keep themselves safe, or learn how to manage risk confidently. It was found that the school's e-safety policy did not explain how pupils can take steps to keep themselves safe. Further, the school's anti-bullying policy did not include all forms of prejudice-based bullying, including homophobic bullying. The school did not have a policy on cyber bullying.
- The school has fulfilled its planned actions to update the safeguarding and anti-bullying policies. The anti-bullying policy now covers all types of bullying, including homophobic and cyber bullying. In line with the policy, the heads of department and senior leaders monitor the bullying logs. Records of incidents are recorded in detail, together with actions leaders have taken to resolve incidents and concerns. Pupils are taught about some, but not all, types of bullying listed in the policy. For example, they learn about verbal and physical bullying, but not cyber bullying.
- In line with the action plan, the safeguarding policy includes reference to peer-on-peer abuse, and staff have received training on how to identify this, and act if they are concerned. The school has revised its safeguarding policy to meet the requirements of the September 2018 statutory guidance, 'Keeping children safe in education'. Staff, including those new to the school, are provided with regular training. They are made familiar with the school's policy, procedures and their safeguarding responsibilities. The designated safeguarding lead and her three deputies have all undertaken training at the appropriate level. They have a secure knowledge and understanding of safeguarding matters. Consequently, the management of safeguarding in terms of staff recruitment, staff training and the day-to-day protection of children is robust.
- Leaders state that pupils in Year 11 receive some information about online safety in preparation for leaving the school. They also made it clear that pupils do not have access to computers. Consequently, in their view, pupils do not need to learn, in any detail, the risks to their safety posed by the internet. Nonetheless, if leaders become

aware that a pupil does have access to the internet, then they will provide them with online safety training. Overall, leaders do not ensure that pupils are equipped with the necessary age-appropriate knowledge, understanding and skills to keep themselves safe online.

- Inspectors were not able to speak to pupils to ascertain if they feel safe in school, or if they are aware of how to assess risk and keep themselves safe. Analysis of the recent school surveys of pupils indicates that pupils do feel safe at school. Pupils also reported that they felt they could turn to a teacher if they have a concern. While older pupils were asked if they were aware that the internet can pose dangers to their safety, the survey questioning did not explore the breadth or depth of their understanding.
- The requirements of these paragraphs remain unmet.

*Paragraph 11, 16, 16(a), 16(b)*

- At the previous inspection, leaders had not ensured that the health and safety of the premises and the identification and management of risks met requirements. During the inspection, several hazards were identified that put pupils at risk of harm. It was also reported that daily checks of the premises had failed to identify these hazards. Further, not all areas of the school had a risk assessment in place.
- The school's action plan stated that the school's health and safety policy had been reviewed and that, as a result, risk assessments had been put in place and the back garden had been resurfaced.
- Leaders have followed other actions in the plan, including taking a more rigorous approach to the daily site checks, which are now overseen by the site manager. Monthly health and safety audits are providing further identification of any hazards, as well as monitoring the daily checking process. Review of the health and safety audits and revised school risk assessments show them to be thorough, well considered and reflective of the school's premises and use. Similarly, the health and safety audits are detailed, with meticulous tracking of any follow-up actions. A robust electronic logging system for all maintenance issues enables leaders to keep track of any issues, and expedite the necessary remedial actions. School leaders and governors work together to review the audits and risk assessments twice a year to further quality assure systems.
- These requirements are now met.
- The school does not meet all the requirements for this part.

**Part 4. Suitability of staff, supply staff, and proprietors**

*All paragraphs*

- Leaders have continued to ensure that all appropriate checks are completed for trustees, leaders and staff. Recruitment systems and checking processes are robust, and firmly based on safer recruitment practice. Records of staff recruitment are well kept and quality assured.
- The required checks for the suitability of staff and the trustees, who also act as the school's governors, are accurately recorded on the single central record.
- The school does not make use of contract or supply staff.
- Leaders have ensured that all the applicable requirements in this part continue to be

met.

## Part 5. Premises of and accommodation at schools

### *Paragraph 25*

- At the time of the last inspection, the team identified several hazards, which put pupils at risk of harm. It was reported that the school acted quickly to remedy these.
- Leaders have followed through on their planned actions. Risk assessments are more thorough. The daily checks of the school site and the new health and safety audits help to identify potential hazards. This proactive approach, with prompt actions to address any identified concerns, is leading to a much safer environment for pupils. No significant hazards were identified during the inspection. While the décor is jaded, the premises are clean throughout. The rolling programme of improvement continues to have a positive effect on the environment for pupils.
- These requirements for this paragraph are now met.
- The school meets all the requirements for this part.

## Part 6. Provision of information

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

- As at the time of the last inspection, the school does not have a website. The school continues to make the safeguarding policy available to parents and carers on request.
- The requirements of this paragraph continue to be met.

### *Paragraph 32(1), 32(1)(g)*

- At the previous inspection, these standards were not met because parents requested that inspectors did not speak with their children. This hindered the collection of pupils' views in checking the school's compliance with the independent school standards. It was stated in the June 2018 report that there was no evidence that the school had taken steps to make this possible.
- It was made clear in the action plan that leaders wanted inspectors to hear pupils' views, particularly around their safety in school and their learning. However, it was also stated that the school would like reassurance from Ofsted about what inspectors would ask pupils. The action plan also suggested that inspectors would need to comply with the school's criteria for what they ask, and how they speak with pupils.
- The school's leaders have actively worked with parents to encourage them to allow their daughters to speak with inspectors. This includes meeting with parents to explain the importance of inspectors gaining pupils' views in judging the impact of school provision. However, parents remain adamant in their views that pupils should not meet with or speak to inspectors.
- The requirements of this paragraph remain unmet.
- The school does not meet all of the requirements for this part of the standards.

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

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

- At the time of the previous inspection, in June 2018, inspectors identified that leaders and the proprietor had failed to ensure that all the independent school standards were met. Inspectors identified and reported weaknesses in the school's safeguarding arrangements, health and safety of the school site and in the use of risk assessments. Inspectors also found weaknesses in PSHE provision and the school's SMSC work.
- The evaluation of the school's action plan in December 2018 judged that the requirements of the independent school standards were unlikely to be met if the school's proposed actions were implemented. This was because some of the actions outlined in the plan were vague and did not describe how the requirements of the independent school standards would be met.
- Leaders have undertaken most of their planned actions. This includes making improvement to the provision and teaching of mathematics, as outlined in the areas for improvement in the June 2018 inspection report. For example, there is now a curriculum leader for mathematics, training for staff and better teaching resources. There is evidence of improvement towards meeting the independent school standards. This is particularly the case in the policy and procedures for ensuring the health and safety of pupils on the school premises.
- The governors remain adamant that pupils will not have access to the full curriculum. For example, they will not be taught in detail about other faiths represented in modern Britain because this may muddle pupils' thinking about their own faith. Leaders actively promote a culture of tolerance and respect for everyone. However, this is in general terms. They do not ensure that pupils have a secure understanding of people whose characteristics are protected under the 2010 Equality Act.
- The school now has a redaction policy in place but, as at the time of the June 2018 inspection, pupils' learning is limited because parts of textbooks have been redacted, such as in science and PHSE.
- Leaders have been unsuccessful in their efforts to persuade parents from withdrawing their consent for their daughters to speak with inspectors.
- The requirements of this paragraph remain unmet.
- The school does not meet the requirements for this part.

### Statutory requirements of the early years foundation stage

#### 3.64

- At the time of the previous inspection, the requirements of the early years foundation stage (EYFS) were not met because of whole-school weaknesses related to safeguarding and pupils' safety and welfare.
- Leaders have carried out their planned actions. They have revised risk assessments and acted on issues raised in a recent health and safety audit. For example, they have fitted safety covers to protect small fingers from getting trapped in the doors to the early years' classrooms. Daily checks are undertaken to ensure the safety of the children's learning areas, inside and out. These areas are robustly quality assured to ensure that

no issues are overlooked. Visits to the classrooms and outdoor areas showed them to be well kept and safe.

- Leaders make the most of support and advice from the local authority early years advisory team. They have attended training to improve the leadership of the provision, and join meetings of other early years providers in the area. They have taken note of advice to improve provision, such as children's use of the classrooms and outdoor area.
- This requirement is now met and, with this, the safeguarding and welfare requirements of the early years foundation stage are met.

## 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.

### The school does not meet the following independent school standards

*Standards that were not met at the previous inspection and remain unmet 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;
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that:
    - 2(2)(e)(i) is presented in an impartial manner;
    - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
    - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school:
  - 3(j) does not discriminate against pupils contrary to Part 6 of 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(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with

different faiths and beliefs;

- 5(b) ensures that principles are actively promoted which:
- 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;
- 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

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

- 7 The standard in this paragraph is met if the proprietor ensures that:
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 10 The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy

### **Part 6. Provision of information**

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that:
  - 32(1)(g) any information reasonably requested in connection with an inspection under section 109 of the 2008 Act which is required for the purposes of the inspection is provided to the body conducting the inspection.

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

## **The school now meets the following independent school standards**

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

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a

written health and safety policy.

- 16 The standard in this paragraph is met if the proprietor ensures that:
  - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
  - 16(b) appropriate action is taken to reduce risks that are identified.

#### **Part 5. Premises of and accommodation at schools**

- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

## School details

Unique reference number	100291
DfE registration number	204/6242
Inspection number	10093610

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 school
Age range of pupils	2 to 16
Gender of pupils	Girls
Number of pupils on the school roll	843
Number of part-time pupils	0
Proprietor	Bnois Jerusalem Girls School
Chair	Mr Judah Wider
Headteacher	Mrs M Landau
Annual fees (day pupils)	Paid on a voluntary basis
Telephone number	020 8800 5781
Website	The school does not have a website
Email address	<a href="mailto:admin@bnoisschool.co.uk">admin@bnoisschool.co.uk</a>
Date of previous standard inspection	12–14 June 2018

## Information about this school

- Bnois Jerusalem Girls School is an independent Orthodox Jewish day school for girls in the London Borough of Hackney. The school is registered for 850 pupils between the ages of two and 16. At present there are 843 pupils on roll.
- The school occupies five large houses, 71 and 75–81 Amhurst Park Road, in Stamford Hill. The buildings have been converted for educational use.
- All pupils speak Yiddish as a first language. Pupils speak English as an additional language.
- The school has a small number of pupils with special educational needs and/or disabilities

(SEND), including pupils with an education, health and care plan.

- Pupils study Jewish religious studies in the morning. This is taught in Yiddish. The secular curriculum is taught in English in the afternoon.
- The school does not use any off-site educational provision for pupils.
- The school's previous standard inspection took place in June 2018, when all aspects of the school, including the early years, were judged to be inadequate. A number of the independent school standards were judged as unmet. These related to the quality of education, pupils' spiritual, moral, cultural and social development, the welfare, health and safety of pupils and the school's leadership and management.

## 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 not to comply with at its previous inspection.
- At the request of the Department for Education (DfE), the inspection was carried out without notice. This was the school's first monitoring inspection since its previous standard inspection in June 2018. At that time, some of the independent school standards were not met. The overall effectiveness of the school was judged as inadequate.
- The school submitted an action plan in November 2018, which detailed how it intended to meet the unmet independent school standards and requirements of the early years, identified in the June 2018 inspection. The plan was evaluated on 12 December 2018, and was judged to be unacceptable.
- The inspectors were asked to report against unmet requirements within Parts 1, 2, 3, 5, 6 and 8 of the independent school standards and the early years. In addition, they were asked to check the school's safeguarding policy, its implementation and availability to parents.
- The inspectors met with the headteacher, who is also the leader for the early years and designated safeguarding lead. They also held discussions with the leaders of the secondary and primary department, as well as the secondary curriculum adviser. The team inspector met with a small group of teachers.
- The lead inspector met with three of the proprietors and held discussions with another.
- The inspectors were not able to speak to pupils at any time during the inspection. The school's leaders were keen for us to ascertain the views of pupils. However, parents had expressed their objections to this. The inspectors did scrutinise the school's recent pupil surveys, which provided them with some insight into pupils' views of the school.
- The lead inspector checked the school's single central record of staff checks, the safeguarding policy and its implementation. Both inspectors scrutinised a range of documentation related to the independent school standards and early years requirements. These included documentation on the PSHE curriculum, the provision of careers advice and guidance, health and safety matters, and safeguarding.
- The inspectors walked around the school's premises. They made short visits to lessons at various times, and observed all age groups, including the early years, to check on the safety of pupils. Pupils were also observed on the playgrounds during breaktimes.
- There were no responses to Ofsted's online survey (Parent View) at the time of the inspection.

## Inspection team

Angela Corbett, lead inspector

Ofsted Inspector

Milan Stevanovic

Ofsted Inspector

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