

Bnei Zion Community School

49a Ravensdale Road, London N16 6TJ

Inspection dates

20–22 November 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	Inadequate
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders have not ensured that the independent school standards are met. They do not ensure that the statutory requirements of the early years foundation stage are met. Self-evaluation is weak. Leaders do not identify the right priorities for improvement.
- Teaching does not enable pupils to make good progress, particularly in English and mathematics. Teachers' expectations of what pupils can achieve are too low.
- Pupils' attainment is low. Pupils are not well prepared for the next stage of their education.
- Early years provision is poor. Teaching is weak, and children make inadequate progress. The outdoor provision does not support children's learning well enough.
- The school's assessment procedures are not effective. Leaders and teachers do not measure pupils' progress accurately or reliably. As a result, too many pupils underachieve.
- Pupils' skills in reading, writing and mathematics are not well developed. Pupils do not have enough opportunities to read a wide range of texts. They do not have sufficient opportunities to develop their writing skills.
- Leaders do not ensure that the school's curriculum promotes respect for all of the protected characteristics under the Equality Act 2010.
- Pupils' behaviour requires improvement. Teachers' expectations of pupils' presentation are too variable.

The school has the following strengths

- Pupils are safe. They enjoy coming to school. This is reflected in their good attendance.
- Partnerships with parents and carers are strong. Parents are extremely supportive of the school's work.
- The teaching of phonics has improved. Pupils in Year 1 enjoy the interactive approaches to learning new sounds.

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:
 - identifying the right priorities in order to raise standards
 - ensuring that the proprietor holds leaders to account, and challenges them to improve the quality of teaching and pupils' outcomes
 - evaluating the quality of teaching effectively, and providing teachers with feedback that helps them to improve pupils' learning
 - ensuring that the school's curriculum promotes respect for all the protected characteristics under the Equality Act 2010.
- Improve the quality of teaching and learning, raise pupils' attainment and improve their progress – particularly in English and mathematics – by ensuring that:
 - leaders' and teachers' expectations of what pupils can achieve are consistently high
 - teaching in English and mathematics is planned and delivered effectively so that it meets the needs and abilities of pupils
 - teachers use assessment information to plan appropriate lessons
 - pupils develop and practise their writing skills
 - pupils solve mathematical problems
 - pupils read widely and often so that they develop strong comprehension and decoding skills.
- Improve the early years by:
 - assessing children's starting points accurately, and monitoring children's progress across all areas of learning
 - improving the quality of teaching
 - ensuring that staff interact with children well and have high expectations of children's learning and behaviour
 - providing better opportunities to develop children's communication and language skills
 - improving the quality and use of the outdoor area to support children's learning.
- Improve pupils' personal development, behaviour and welfare by ensuring that teachers' expectations for pupils' behaviour and presentation of work are high.
- 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

- The proprietor and leaders have not ensured that the school meets all the independent school standards. The standard of education has not improved since the previous inspection.
- Leaders have an overgenerous view of the school's effectiveness. They do not use school development planning to identify priorities for improvement. As a result, actions taken since the previous inspection have had little or no impact.
- Assessment systems are not effective. They do not enable leaders to gain an accurate picture of pupils' attainment and progress. Teachers do not have accurate assessment information to plan activities that meet pupils' needs. This means that pupils are not well supported to make good progress, especially in reading, writing and mathematics.
- Leaders' checks on the quality of teaching lack rigour. Leaders do not provide teachers with sufficient feedback to improve. As was the case in the previous inspection, leaders do not focus sharply enough on pupils' learning and progress.
- The religious curriculum enables pupils to develop their skills in Hebrew and Yiddish. Leaders have developed curriculum maps that incorporate other subjects into religious lessons, such as geography and history. However, the secular curriculum is not providing pupils with adequate skills in English.
- New curriculum plans have been introduced to improve the teaching of writing and mathematics. However, these are not used in all year groups and do not have enough impact on pupils' learning. There are insufficient opportunities to develop pupils' reading, writing and mathematics skills to prepare them for the next stage in their education.
- The school's curriculum incorporates opportunities for pupils to develop respect and tolerance for others. Leaders have introduced better opportunities for pupils to learn about other faiths. However, leaders do not promote respect for all of the protected characteristics set out in the Equalities Act 2010.
- Leaders applied to the Department for Education to make changes to the age range and number of pupils on roll but these changes were not approved because of the recommendation made during the previous full inspection. It is not registered to admit pupils over the age of five. Nonetheless, over the years, the school has continued to expand and now admits pupils up to Year 7. The school does not provide suitable changing accommodation or shower facilities for pupils aged 11 or over, in line with the independent school standards.
- Pupils enjoyed their recent visit to the Houses of Parliament. They develop an understanding of British values, and teachers incorporate these into lessons. For example, pupils enjoyed holding a referendum in class and discussing the European Union.
- Partnerships with parents are effective. Parents are extremely supportive of the school's work. Those who spoke with or submitted letters to the inspection team praised the school's religious curriculum and the way in which leaders and other staff look after their children.

Governance

- Governance is inadequate. Those responsible for governance – including the proprietor – do not have an adequate understanding of the school’s strengths and weaknesses. They do not know about pupils’ progress or attainment.
- The proprietor does not provide sufficient challenge to school leaders. Although the proprietor and governor visit the school regularly, they do not monitor its work effectively.
- Despite these weaknesses, the proprietor wants to improve the school. He is aspirational for all pupils and their families.
- The proprietor and governor fulfil their duties in relation to safeguarding pupils.

Safeguarding

- Arrangements for safeguarding are effective.
- The designated safeguarding leader has a clear understanding of his role. He ensures that staff are well trained to identify and report any concerns they may have about pupils’ welfare. Staff keep up to date with the latest legislation, and understand how to protect pupils from harm.
- The single central record of staff suitability checks contained minor administrative errors at the start of the inspection. By the end of the inspection, leaders had rectified these. Leaders’ checks on staff suitability are in place.
- The school’s safeguarding policy and procedures meet requirements. The school does not have a website, but it ensures that this information is available to parents.

Quality of teaching, learning and assessment

Inadequate

- Teaching does not meet the needs of pupils. Across the school, the quality of teaching is weak, particularly in English and mathematics.
- The use of assessment is ineffective. Teachers test pupils’ knowledge in mathematics and English every six weeks but these tests are not used well enough to plan for pupils’ learning.
- Teachers have low expectations of what pupils can achieve, particularly in English and mathematics. This results in pupils – particularly the most able – completing work that is not suitable. Teachers do not provide adequate support for the least able pupils. Often, these pupils struggle with work that is too difficult, and little is done to find out the gaps in their learning.
- Teachers’ subject knowledge is not always good. They allow pupils to make errors without addressing these, and do not have ways to tackle pupils’ misconceptions, particularly in mathematics.
- The teaching of reading requires improvement. Pupils are not provided with a suitably wide range of reading materials to develop their skills. Pupils’ reading skills are weak. They have insufficient opportunities to read English regularly.
- Teachers do not provide sufficient opportunities for pupils to practise their writing skills. Pupils do not have enough opportunities to write at length so that they can apply their

punctuation and grammar skills.

- Mathematics teaching does not promote pupils' problem-solving skills. This is because teachers do not plan work that is matched to pupils' needs. Often, there are gaps in pupils' learning that are not addressed.
- The teaching of phonics – particularly in Year 1 – is starting to ensure that pupils use and apply phonics in reading and writing.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- During this inspection, inspectors raised concerns about aspects of site safety. Inspectors identified that rubbish was strewn across the front of the school, storage areas were cluttered and some of the fire exits were not labelled correctly. By the end of the inspection, leaders had fixed all the issues raised.
- The school's careers education programme is in the very early stages of development. Leaders acknowledge that this needs to be strengthened and embedded.
- Pupils demonstrate clear commitment to their faith. Through religious education lessons, pupils learn about other faiths and that they must respect others. They learn about British values and how these link to their school's values. Pupils develop a good understanding of right and wrong.
- Pupils develop an understanding of the importance of healthy lifestyles. Leaders provide opportunities for pupils to be physically active outside and to understand the effects of exercise on their bodies.
- Pupils contribute to their school and the community well. They enjoy taking care of the chickens, for example, and respond well to the jobs that teachers give them. For example, pupils visited a local care home for older people and provided entertainment, including singing. Letters from the residents are proudly displayed in one of the school's corridors, complimenting the pupils' efforts and compassion.

Behaviour

- The behaviour of pupils requires improvement.
- Transitions between lessons and in the playground are noisy and sometimes boisterous. Pupils do not always move around the building calmly and sensibly.
- Teachers do not always manage pupils' behaviour well. They do not intervene quickly to address incidents in the playground.
- Teachers' expectations of pupils' presentation are variable. Consequently, some of the pupils do not take sufficient pride in their work, and their books are often scruffy.
- Sometimes, pupils shout out their responses to teachers' questions. When this happens, it prevents other pupils from participating. Teachers often move on from one question to another, without providing pupils with sufficient time to think and respond.

- Pupils enjoy school. They told inspectors that they feel safe in school, and that bullying does not happen. The school's records show that there are very few incidents of poor behaviour.
- Pupils attend school regularly. Leaders monitor pupils' attendance effectively, and work closely with parents to promote good punctuality.

Outcomes for pupils

Inadequate

- As a result of weak leadership and teaching, pupils do not achieve as well as they should. They are not well prepared for the next stage of their education.
- Leaders do not establish pupils' starting points accurately. This means that teachers do not have a clear understanding of what each pupil can do. Leaders do not monitor pupils' progress effectively. As a result, teachers cannot identify which pupils need more help or where they have gaps in their learning.
- Throughout the school – and especially in the oldest year groups – pupils are not working at age-related expectations in reading, writing and mathematics. Pupils' progress in these subjects is inadequate.
- Pupils do not practise their writing skills well enough. They do not apply their understanding of punctuation and grammar. This is because opportunities for them to write at length are limited.
- Pupils make inadequate progress in reading. They do not read often enough and the range of texts provided is too limited. Although teachers provide texts and comprehension tasks, these are not always matched to different pupils' needs. Older pupils have poor decoding skills. Pupils in Years 2 and 6 who read to inspectors were not able to name any authors or the title of the book they are currently reading.
- Pupils learn calculation strategies in mathematics. However, they do not have sufficient opportunities to apply what they know. Their problem-solving and reasoning skills are not well developed.
- Pupils' phonics skills – particularly in Year 1 – are improving. These pupils are beginning to use and apply their knowledge of letters and sounds to write simple words in English.
- Pupils learn to read Hebrew well. Through religious lessons, pupils acquire knowledge in other subjects, such as history and geography.

Early years provision

Inadequate

- Leadership of the early years is poor. Leaders do not work together to ensure that the youngest children get a good start to their education. The headteachers do not have a clear understanding of what should be happening in the early years. They rely too heavily on early years staff who are not effective in their roles.
- Leaders do not have an accurate understanding of the learning and development requirements of the early years foundation stage. Although some new systems have been established since the previous inspection, these are not used well enough to monitor children's learning effectively.
- Children are not prepared for their learning in Year 1. In 2018, by the end of the early

years, too few children had reached the standard expected for their age. Children's communication, language and literacy skills are particularly weak.

- Teachers' interactions with children are not effective. Teachers do not extend children's learning well. Many activities lack challenge or are uninspiring. Children quickly lose interest because group activities are not planned to meet their different needs.
- The outdoor area is not used well. Resources – both inside and in the outdoor area – are of poor quality. The range and quality of reading books are insufficient. Teachers do not promote children's physical development effectively.
- Teachers do not encourage children to do things for themselves. For example, children queue and wait for teachers to pour their drinks. Children in Reception routinely line up for the teacher to fasten their coats for outdoor play.
- Teachers do not promote good hygiene routines. Children are not encouraged to wash their hands before or after eating their afternoon snacks.
- Teachers pay insufficient attention to children's behaviour. Children sit and wait for sustained periods, and become bored and restless. When behaviour deteriorates, teachers do not intervene well enough. As with other classes, teachers too frequently accept very loud shouting by groups of children, and this affects the learning of their peers.
- Leaders and teachers keep children safe. Parents are involved in their children's learning. Teachers ask parents for feedback, and use this in their planning.

School details

Unique reference number	137318
DfE registration number	204/6001
Inspection number	10054300

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 12
Gender of pupils	Boys
Number of pupils on the school roll	151
Number of part-time pupils	0
Proprietor	Benzion Rudzinski
Headteachers	Rabbi Silverstein and Noah Hammer
Annual fees (day pupils)	£0
Telephone number	07824 510 435
Website	Not applicable
Email address	sencobobov51@gmail.com
Date of previous inspection	6–8 December 2016

Information about this school

- Bnei Zion Community School is an independent Orthodox Jewish school for boys. It is registered to provide education to boys aged three to five years. It is situated in Stamford Hill in Hackney. The school is registered to take up to 60 pupils. At the time of this inspection, there were 151 on roll.
- The school's last standard inspection took place in December 2016, when it was judged to be inadequate. In January 2018, a progress monitoring inspection took place. At that time, the school did not meet all the independent school standards that were checked.
- The school is led by two headteachers. One headteacher leads teaching and learning in the secular curriculum and the other leads teaching in the religious curriculum.

- There are currently no pupils on roll with an education, health and care plan.
- The school does not use any alternative provision.

Information about this inspection

- This inspection was conducted with one day's notice.
- Inspectors met with the headteachers and those responsible for governance. Inspectors met with members of the teaching staff.
- Inspectors observed pupils' learning in all lessons. They spoke to two groups of pupils to seek their views of the school.
- Inspectors observed pupils' behaviour in lessons, during transition times and in the playground. Inspectors scrutinised records related to behaviour and pupils' attendance.
- Inspectors reviewed the school's single central record of staff suitability checks and other safeguarding documentation. The lead inspector met with the designated safeguarding leader.
- Inspectors looked at the work in pupils' books, in displays and in the early years learning profiles. Inspectors evaluated the assessment information shared by leaders.
- Inspectors checked all parts of the premises and scrutinised a range of documentation to check the school's compliance with the independent school standards.
- Inspectors spoke to parents at the start of the school day and reviewed the 12 letters from parents that were submitted during the inspection. They read the two responses to the staff survey. There were too few responses to Parent View – Ofsted's online survey – to evaluate.

Inspection team

Gary Rawlings, lead inspector

Ofsted Inspector

Milan Stevanovic

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(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];
 - 2(2)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills.
- 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;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well-planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
 - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
 - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

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 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

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.

The school must meet the following early years learning and development requirements

- 1.4 Support children in their learning development in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
 - literacy;
 - mathematics;
 - understanding the world;
 - expressive arts and design.
- 1.6 Consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.
- 1.7 Ensure that children have sufficient opportunities to learn and reach a good standard in English language during the early years so that children are ready to benefit from the opportunities available to them when they begin Year 1.
- 1.9 Provide activities that reflect the different ways that children learn.
- 1.12 Provide clear expectations on the level of progress children should be expected to have attained by the end of the early years foundation stage, as defined by the early learning goals.

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