

Bnos Zion of Bobov

65–67 Ravensdale Road, London N16 6TJ

Inspection dates

9–11 January 2018

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
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	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leadership and management are inadequate because school leaders and governors have not taken effective steps to ensure that all the independent school standards are met.
- In the curriculum, leaders do not ensure that particular regard is paid to encouraging respect for all of the protected characteristics defined by the 2010 Equality Act.
- Leaders have expanded the school before obtaining permission to do so from the Department for Education (DfE).
- The curriculum does not enable pupils to learn some subjects in sufficient depth, particularly in key stage 2 and in physical education.
- Teachers do not use assessment consistently across the whole range of subjects to check how well pupils are learning.
- Careers guidance for older pupils is of variable quality in different year groups.
- Governors do not possess a thorough knowledge of the school's strengths and weaknesses. As a result, they provide ineffective challenge to school leaders.
- Children in the early years do not make a secure enough start to learning English in the Nursery Year.

The school has the following strengths

- Pupils achieve well in English and mathematics as a result of effective teaching.
- Pupils behave well.
- The school promotes pupils' spiritual, moral, social and cultural development effectively in most respects.

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 the full report.

Full report

What does the school need to do to improve further?

- Ensure that the curriculum encourages pupils' respect for all groups of people who have characteristics protected by law.
- Develop governors' capacity to challenge leaders and so ensure that effective priorities for improvement are set.
- Ensure that all pupils in key stages 3 and 4 receive consistently good careers guidance.
- Improve leadership and management by enriching the curriculum so that it provides good opportunities for pupils to learn in depth in all subjects taught, including physical education.
- Improve the quality of teaching, learning and assessment so that it is good by:
 - making sure that teachers use assessment skilfully in all subjects to track pupils' progress and plan effective lessons
 - ensuring that teachers have consistently high expectations of what pupils can achieve in all subjects
 - enriching the range of opportunities provided for children in the Nursery Year to learn English.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Senior leaders and governors have not ensured that all the independent school standards are met. They have consulted with members of the school community about introducing changes to the curriculum so that particular regard is paid to encourage respect for all the protected characteristics. However, no changes to policy had been made as a result of this consultation at the time of the inspection. Consequently, personal, social, health and economic education lessons do not encourage respect for all the protected characteristics.
- The proprietor made the decision to extend the age range of pupils attending the school and is making use of additional premises without the regulating authority giving permission for the school to do so. As a result, the school is in breach of its registration.
- The headteacher has an accurate and well-informed view of the quality of teaching, learning and assessment. However, some of the weaker aspects of teaching have not been tackled effectively. Leaders monitor the progress of pupils systematically. However, the relative performance of different groups of pupils is not evaluated sharply enough when considering how to improve teachers' skills.
- The curriculum ensures that pupils can learn and develop skills across all the required areas. Leaders have ensured some of the standards in Part 1 of the regulations related to the curriculum are now met. However, pupils are not expected to explore themes and ideas across the range of subjects in sufficient depth, particularly in key stage 2. Some teaching successfully ensures that the curriculum promotes pupils' curiosity and enriches their understanding, but this is not consistent across the school.
- There is effective provision for pupils' spiritual, moral, social and cultural education. Pupils are expected to reflect deeply on the spiritual aspects of their own faith. They are taught how to consider moral issues and develop a strong awareness of social responsibility, which prepares them well for their future lives. A range of visits and experiences enable pupils to deepen their understanding of British values.
- The leader responsible for provision for pupils who have special educational needs (SEN) and/or disabilities ensures that concerns are identified promptly and specialist professional support is used well. As a result, these pupils know what to do to make small steps of improvement in their learning and personal development.
- Parents and carers are positive about the work of leaders and trust them to uphold the school's values. They also appreciate the accessibility of leaders and the regularity and extent of communications between home and school.

Governance

- Governors demonstrated poor judgement in endorsing the decision to extend the school before the changes were approved by the regulating authority.
- Governors do not use a wide enough range of information in order to decide how and when to challenge leaders. They do not have effective methods of keeping track of the decisions they have made. For example, they rely on the headteacher to keep brief notes of their regular meetings. As a result, they possess an inaccurate and incomplete view of

the school's effectiveness. This has also meant that some important actions have been very slow to be implemented.

- The recent decision to engage an external consultant to help governors and school leaders determine priorities for improvement is a positive move.

Safeguarding

- The arrangements for safeguarding are effective.
- Pupils say that they feel safe. Parents and staff share this confidence.
- Leaders are mindful of the risks which pupils may be faced with and ensure that opportunities exist to help them learn to deal with these.
- Leaders maintain accurate records of checks on the suitability of staff. Since the last inspection, they have provided further training to help all staff understand statutory guidance. Staff who spoke with inspectors had a secure understanding of this.
- The procedures for raising and reporting concerns are robust and examples discussed with inspectors demonstrate that senior leaders keep a vigilant eye on pupils' welfare once a concern comes to light.
- Leaders ensure that the school's safeguarding policy takes account of the latest statutory requirements and is available to parents on request.

Quality of teaching, learning and assessment

Requires improvement

- Teachers do not share consistently high expectations of what pupils can achieve in subjects other than English and mathematics, particularly in key stage 2. As a result, pupils' work demonstrates that they study some subjects only at a superficial level. Teachers do not assess pupils' progress in some subjects rigorously enough to know how effectively they are learning.
- Although a specialist teacher for physical education is employed by the school on a part-time basis, equipment and suitable space for physical education are limited. Schemes of work indicate that the range of opportunities for pupils to learn and make progress is somewhat limited. Teachers do not expect pupils to change for physical education lessons, other than their footwear. This includes pupils in key stages 3 and 4.
- Teachers do not typically expect pupils to apply the same level of skills that they demonstrate in writing and mathematics to other subjects. This is particularly the case in key stage 2.
- Teachers demonstrate consistently good subject knowledge in teaching English and mathematics. They question pupils effectively and pick up on mistakes pupils make promptly. The most able pupils are challenged to use and apply their knowledge and skills well. These pupils can discuss their reasoning confidently and, overall, sustain good progress.
- Teachers ensure that younger pupils acquire phonics skills well in key stage 1. Leaders have recently begun to enrich the range and quality of books available. This is enabling teachers to use their skills more effectively to help the most able pupils deepen their

understanding of books they read.

- Teachers of religious studies ensure that pupils learn about their own religion in great depth and use this knowledge to consider complex moral and social issues. They monitor the progress of pupils carefully and adapt lessons to meet the needs of pupils of all abilities. Teachers also ensure that pupils learn about the features of other religions and compare these with Judaism. As a result, some of the standards considered to be unmet at the previous inspection in Part 1 and 2 of the regulations are now met.
- Some specialist teaching in key stages 3 and 4 applies secure subject knowledge and uses assessment effectively. For example, the teaching of art for older pupils ensures most pupils achieve well in this subject.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. The curriculum does not encourage pupils' respect for the characteristics of people protected by law. This puts them at a disadvantage when understanding the importance of promoting respect for all groups of people.
- All pupils in key stages 3 and 4 receive careers guidance. However, the quality of this is inconsistent. While it is extensive for older pupils, the advice and guidance for younger pupils are superficial.
- Although pupils receive guidance about how to stay safe when using the internet, younger pupils demonstrate a very limited understanding of e-safety. More broadly, pupils express confidence in the school's work to keep them safe. Teachers help pupils learn about personal safety when travelling.
- Pupils are expected to act responsibly towards one another and to make a contribution to the community. For example, much work is done to help people understand the importance of recycling packaging. Teachers make sure that pupils understand the contribution of diet and regular exercise to health and well-being.
- Since the previous inspection, leaders have strengthened arrangements to ensure that the premises remain safe and defects are promptly repaired. As a result, standards in part 5 of the regulations that were not met at the previous inspection are now met.

Behaviour

- The behaviour of pupils is good. Pupils of all ages comply with teachers' instructions in lessons. As a result, learning is rarely interrupted.
- Pupils understand how to behave safely around the school. In many parts of the school, including outdoors, space is restricted. However, despite this, pupils know how to consider one another's well-being and follow rules aimed at keeping them safe.
- Leaders' records show that instances of bullying are rare. Pupils confirm this to be the case.

- Pupils' overall attendance declined slightly in 2017. It was not clear from leaders' analysis how attendance of pupils of different age ranges compare.

Outcomes for pupils

Requires improvement

- The progress pupils make across subjects and in different key stages is inconsistent. In key stage 2, pupils' progress is weak in subjects other than English and mathematics. Their progress in developing skills in physical education requires improvement.
- The school's current policy on how to develop respect for those protected by the protected characteristics restricts pupils' progress in their personal, social, health and economic education. As a consequence, they are not prepared as well as they should be for their future lives and the next stage of their education.
- By the end of each key stage, most pupils' attainment is in line with national expectations in English and mathematics. Leaders' work to improve the teaching of reading has ensured that achievement in reading has improved. The work of current pupils in Year 11 in English and mathematics supports leaders' confidence that they will achieve well in their GCSE examinations.
- Pupils who have SEN and/or disabilities make good progress in achieving short-term objectives set in their individual learning plans.
- In some subjects, such as art and biblical Hebrew, pupils make sustained and substantial progress in key stages 3 and 4. Several pupils attained a GCSE in these subjects by the end of Year 10 in 2017. Half these pupils achieved an A* or A grade.
- The most able pupils make good progress, particularly in mathematics. Their current work demonstrates that these pupils are capable of explaining and applying a wide range of mathematical ideas confidently. They use mathematical vocabulary accurately in writing and when talking about their work.
- Pupils make good progress in their religious studies.

Early years provision

Requires improvement

- Leaders have not ensured that children benefit from a wide enough range of opportunities to develop their skills in the outdoor area.
- Most pupils are well prepared for Year 1 and make good progress from their starting points. However, the progress of some children in English is limited because teaching in this subject is limited in the Nursery Year.
- Teachers ensure that progress in English strengthens in the Reception Year. Conversations between adults and children are effective in promoting speaking and listening skills. Adults provide strong encouragement and recognition of achievement. There are extensive and positive communications with parents which contribute well to children's progress.
- Teachers implement the broad curriculum well, ensuring that a wide range of evidence is collected to assess children's progress. Records of children's work are rich in examples of the opportunities children have had to learn about cultures and ways of life other than

their own.

- Safeguarding is effective in the early years. Children are well supervised. Members of staff understand how to pick up on any concerns promptly.
- Children demonstrate curiosity and willingness to learn, particularly in the indoor areas where the range of activities on offer are more extensive and intriguing than those available when children learn outside.
- Leaders ensure that all the statutory requirements for the early years foundation stage are met.

School details

Unique reference number	136015
DfE registration number	204/6073
Inspection number	10035806

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 13
Gender of pupils	Girls
Number of pupils on the school roll	195
Number of part-time pupils	0
Proprietor	Mr M Rothfeld
Chair	Mr C Lipschitz
Headteacher	Mrs S Horowitz
Annual fees (day pupils)	Voluntary contributions from the community
Telephone number	020 8211 1945
Email address	administration@bobovschool.co.uk
Date of previous inspection	10–11 July 2014

Information about this school

- Bnos Zion of Bobov is an independent Jewish Orthodox day school for girls between the ages of three and 13.
- The school occupies two adjacent houses in Stamford Hill, which have been converted for educational use.
- The school serves the local Jewish Bobov community. Yiddish is the first language of most members of the community.
- The school's education is based on the principles of the Torah. The school aims for all pupils to develop their understanding of their Jewish identity and heritage, but also to be well prepared for life in modern Britain.

- There are currently 195 pupils on roll. Pupils in the Nursery, which is known as the Kindergarten, attend full time. The school does not use any additional provision.
- The registering authority asked Ofsted to incorporate a material change inspection and a progress monitoring visit into this inspection. This is because the school wishes to extend the existing premises at 65–67 Ravensdale Road and convert two floors of 69 Ravensdale Road. The school intends to extend the age range of pupils from three to 13 to three to 16 and to increase the registration from 165 pupils to 221 pupils. This change cannot be recommended because there are unmet standards which would relate to older pupils the school has applied to admit.
- The school has partially implemented the material change and has not informed the Department for Education. Pupils up to the age of 16 in Year 11 already attend the school. The extension and the additional floors in 69 Ravensdale Road are in use.
- The school's previous standard inspection was in July 2014, when it was judged to be good.
- The registration authority required the school to prepare an action plan as a result of non-compliance with the independent school standards being identified on a material change inspection, which was conducted on 24 April 2017. The action plan in relation to the standards previously unmet in parts 3 and 5 of the regulations has been implemented effectively. However, this inspection found that standards in parts 1, 2 and 8 of the regulations continue to be unmet.

Information about this inspection

- Inspectors conducted observations in lessons across the full age range taught, including the early years. They observed pupils in lessons in both the religious and secular curriculum. Some of these observations were carried out alongside school leaders.
- Inspectors sampled pupils' work and assessment information collected by teachers.
- Two groups of pupils spoke to inspectors. A number of younger pupils also read to the lead inspector.
- Inspectors conducted a tour of the premises and examined records related to premises safety.
- Meetings were held with senior leaders, an external consultant engaged by the school and two members of the governing body.
- Inspectors met informally with a number of parents and held a meeting with two parents invited by school leaders. There were no responses to Ofsted's online questionnaire, Parent View.
- Inspectors took into account staff survey responses received during the inspection.

Inspection team

Andrew Wright, lead inspector

Her Majesty's Inspector

David Davies

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- The standard is met if the proprietor ensures that personal, social, health and economic education is provided that encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2(2) and 2(2)(d)(ii)).

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

- The standard is met if the proprietor ensures that principles are actively promoted which encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5 and 5(b)(vi)).

Part 8. Quality of leadership in and management of schools

- The standard is met if the proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that all of the independent school standards are met (paragraph 34(1), 34(1)(a) and 34(1)(b)).

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