

Bnei Zion Community School

49a Ravensdale Road, London N16 6TJ

Inspection date

30 January 2018

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(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii) and 2(2)(a)

- At the time of the previous inspection in December 2016, the Chol (secular) curriculum was judged to be too narrow. Inspectors judged that it did not equip pupils to be successful in British society.
- Since the inspection, the headteacher responsible for the Chol curriculum has implemented policies, schemes of work and plans which reflect a broad range of subjects. Schemes of work for English and mathematics are age-related and draw on the national curriculum for their content. Plans and policies for personal, social, health and economic (PSHE) development of pupils focus on mutual tolerance and respect for all people in society.
- While plans and schemes of work are detailed, they do not fully take into account the needs and aptitudes of all pupils. They are not tailored to meet the needs of the least or most able pupils. Schemes of work relating to phonics teaching in key stage 2 are pitched at an appropriate level for these pupils. However, this indicates that the pupils are working at standards which are significantly below what is typical for their age.
- Children in the early years and pupils across key stage 2 are now acquiring speaking, listening and numeracy skills in English. However, time spent on the acquisition of English is limited, and staff at the school are not all confident or skilled in speaking English themselves.
- The headteacher of the Chol curriculum has ensured that there has been some progress towards meeting the requirements of this paragraph. However, these plans are at the early stage of implementation and development. As a result, the requirements of this paragraph continue to be unmet.

Paragraph 2(2), 2(2)(d)(ii), 2(2)(i) and 3(i)

- At the time of the previous inspection, inspectors found that pupils were not given opportunities to develop their understanding of the range of faiths and cultures in British society. While pupils understood that showing respect in a general way is a British value, they were not able to discuss different views and values in any specific way.

- During the monitoring visit, the situation was much the same. Pupils are polite and respectful when they are spoken to. They can refer to neighbours from different ethnic origins from themselves, but show very little awareness of religions or beliefs which are different from their own.
- The PSHE policy has been reviewed since the previous inspection. At that time, it lacked detail with regard to how the school would address the importance of respect for other people with regard to the protected characteristics. The current policy does not make specific reference to the protected characteristics and is not embedded within the programmes of study as outlined in the school's action plan. Therefore, the requirements of this paragraph remain unmet.

Paragraph 2(2), 2(2)(b) and 2(2)(f)

- At the inspection in December 2016, inspectors found that leaders did not track children's progress in the seven areas of learning in the statutory framework for the early years foundation stage. Children did not develop their language and communication skills well enough. There was a lack of purposeful play, particularly in outdoor areas, and this impinged on children's physical development.
- In recent times, leaders in the early years have made an effective start towards addressing the areas for development at the last inspection. However, plans are at a very early stage of development. The use of new playground equipment is beginning to support children's physical development.
- Staff are now beginning to develop children's language and communication skills in English, but progress is hampered by staff's own lack of confidence in speaking English. During timetabled English lessons, staff speak predominantly in Yiddish, and occasionally use and explain an English word. Background music played in classrooms during this time consists of songs which are sung in Yiddish. However, children are acquiring the English language, albeit at a slow rate of progress. Therefore this standard is met.
- Leaders understand what needs to be achieved in order for the school to meet the requirements of this aspect of the independent school standard. However, the standard remains unmet.

Paragraph 3, 3(a), 3(c), 3(d), 3(e), 3(f), 3(g), and 3 (j)

- At the time of the inspection in December, inspectors found that teaching, learning and assessment were inadequate, because they did not meet the needs, aptitudes and abilities of the pupils. Work was too easy, particularly for the most able pupils. Pupils were found to be making poor progress in reading, writing and mathematics.
- Leaders have implemented a series of assessment tests, which they use to chart pupils' progress. These then identify any pupils who are achieving below the age-related expectations as defined by the tests. Pupils work through a series of workbooks, which are from published mathematics and English materials. Staff monitor pupils' work and the rate at which they progress through the workbooks. All pupils within a year group are given the same workbooks. Staff guide pupils through the pages of the workbook during whole-class sessions. They are often unaware that several of the least able pupils are struggling, have misconceptions or have simply not had time to complete the work. Staff are positive and praise pupils, irrespective of whether they have been successful with the task. This often means that some pupils, especially the least able, make little or

no progress in lessons.

- Similarly, and in line with what was seen at the previous inspection, the pupils who are above average in ability find tasks easy. This means that these pupils do not make strong and sustained progress.
- The school has invested time and training in developing teachers' ability to teach phonics. The scheme being used has been implemented consistently. However, it does not meet pupils' needs because teachers do not adjust their teaching based on pupils' responses. Misconceptions are left unchallenged. Teachers deliver sessions without routinely checking pupils' understanding. This results in some pupils being left behind. Other pupils repeat learning with which they are already secure. Progress continues to be inadequate.
- Many pupils in key stage 2 are working well below age-related expectations in reading, writing and mathematics. This is evident in their workbooks, the school's own assessment information and the lessons observed.
- Reading resources and materials in English are limited. Books in reading areas are few and of very poor quality. Photocopied workbooks and materials are uninspiring and do not motivate or enthuse pupils in their English lessons. This contrasts sharply with the enthusiasm and quality of resources seen during lessons which form part of the Kodesh curriculum.
- While the headteacher has put actions in place to address the issues identified at the time of the previous inspection, the impact of these actions has not had a sharp enough impact on improving the progress pupils make. Therefore, the requirements of this paragraph remain unmet.
- Inspection evidence shows that leaders do not discriminate against pupils based on their abilities or specific needs. Leaders ensure that all pupils have equality of opportunity within the school. As a result, this aspect of the standard is now met.
- Leaders have not ensured that the independent school standards in this part are met.

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

Paragraph 5, 5(a), 5(b)(v) and 5(b)(vi)

- During this inspection, evidence gathered reflected the evidence from the previous inspection. Pupils were unable to identify or discuss any religions or faiths which were different from their own. They show an awareness of neighbours who have a different ethnicity from their own and are clear that they respect their differences.
- At the 2016 inspection, inspectors found that policies made no reference to the protected characteristics. The school's action plan states that it would ensure that key policies such as the PSHE policy would be revised to have due regard to the protected characteristics. At the time of this inspection, this was not the case.
- The requirements of this paragraph remain unmet.
- Leaders have not ensured that the independent school standards in this part are met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, (7)(a)

- The school continues to have an up-to-date safeguarding policy, which it provides to parents and carers on request because the school does not maintain a website.
- The safeguarding policy is suitable and takes into account current government requirements.
- The arrangements for safeguarding continue to be effective.
- The requirements of these paragraphs continue to be met.
- All requirements of this part continue to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34, 34(1)(a) and 34(1)(b)

- At the previous inspection, inspectors judged leadership, including governance, to be inadequate. Leaders had not ensured that all of the independent school standards had been met. Leaders did not have an accurate view of the school's effectiveness and improvement planning was poor. Leaders work to improve the quality of teaching was ineffective.
- Leaders do not have an accurate view of the quality of teaching within the Chol curriculum. They do not have clarity about the impact that teaching has on the progress that pupils make. Leaders have been successful in recruiting an early years leader who has begun to have a positive impact on teaching and provision in the early years. However, actions are at a very early stage of development and are yet to have any significant impact on the quality of teaching or on the outcomes for children.
- The headteacher of Chol has implemented assessment systems which do not yet support teachers in effectively planning next steps for pupils. He has also ensured that there are policies and schemes of work in place for a range of subjects. However, these are yet to have an impact on the quality of teaching or on pupils' outcomes, both of which remain inadequate.
- Leaders have not ensured that all of the independent school standards have been met.
- The requirements of this paragraph have not been met.
- Leaders have not ensured that the independent school standards in this part have been met.

Schedule 10 of the Equality Act 2010

- At the previous inspection, inspectors found that the statutory requirements with regard to schedule 10 of the 2010 Equalities Act were met.

Statutory requirements of the early years foundation stage

- The school does not meet the statutory requirements of the early years foundation stage with regard to the learning and development requirement. The school is in the very early stages of implementing the seven areas of learning. Assessment requirements are not met.
- The school meets the requirements regarding safeguarding and welfare.
- The school does not meet requirements regarding staff qualifications. The early years

manager has appropriate training. Other staff are in the process of undertaking the appropriate training, leading to the necessary qualifications for their roles. Staff to child ratios are compliant with the statutory guidance.

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 now meets the following independent school standards

- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(b) that pupils acquire speaking, listening, literacy and numeracy skills;
- 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 [10].

School details

Unique reference number	137318
DfE registration number	204/6001
Inspection number	10045010

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	Jewish faith school
School status	Independent school
Age range of pupils	3 to 5
Gender of pupils	Boys
Gender of pupils in the sixth form	Boys
Number of pupils on the school roll	150
Proprietor	Mr B Rudzinski
Chair	Mr B Rudzinski
Headteacher	Mr Rabbi Silverstein
Annual fees (day pupils)	£0.00
Telephone number	07824 510435
Website	The school does not maintain a website
Email address	sencobobv51@gmail.com
Date of previous standard inspection	6–8 December 2016

Information about this school

- Bnei Zion Community School is an orthodox Jewish primary school for boys, which is currently registered to provide education for boys aged three to five. It is located in the Stamford Hill area of North London.
- The school opened in May 2011. It is located in renovated premises on two floors of a building in a residential area.
- The school aims to provide a 'friendly, welcoming and positive atmosphere' and to help 'every learner reach his potential'. It is popular with the Chasidic community, many of whom live in the vicinity.

- There are no pupils with a statement of special educational needs or an education, health and care plan. A small minority of pupils have special educational needs and/or disabilities.
- The school is registered to take 60 pupils aged three to five. At the time of the progress monitoring inspection, there were 150 pupils on roll.
- The school submitted an action plan in June 2016, which was subsequently rejected by the Department for Education (DfE).
- The headteacher (head of the Chol curriculum) was abroad during the inspection and could not be present. The headteacher of secular studies (the Kodesh curriculum) was present.
- The school does not maintain a website, for religious reasons.

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 to not comply with at its previous inspection.
- The inspection was carried out with no notice.
- Learning was observed in all classrooms. Observations took place with the headteacher of the Kodesh curriculum, a representative of the management board and the early years manager.
- Samples of workbooks were scrutinised and the school's assessment information was reviewed.
- The school's policies and schemes of work were reviewed.
- Meetings were held throughout the day with the headteacher of the Chol curriculum, who was abroad. Meetings were also held with the proprietor together with the headteacher of the Kodesh curriculum and a representative of the management board.
- At the time of the previous inspection, the school had made a request to the DfE to increase its age range and overall capacity. The school had received no further information about this at the time of this inspection.

Inspection team

Ruth Dollner, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met 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; and
 - 2(1)(b) the written policy, plans and schemes of work-
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
 - 2(1)(b)(ii) do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act¹;
 - 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;
 - 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 teaching in 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(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

¹ The protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010.

progress;

- 3(i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

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)(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.

Statutory requirements for the early years foundation stage

- Ensure that the proprietor implements the learning and development requirements of the early years foundation stage as described in the statutory framework: paragraphs 1.3—1.12.

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