

Inspection of Lubavitch Yeshiva Ketanah of London

1117 Finchley Road, London, NW11 0QB

Inspection dates:

16–18 November 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Inadequate

Does the school meet the independent
school standards?

No

What is it like to attend this school?

Pupils enjoy coming to school. Parents and carers value the school's ethos and its warm, friendly atmosphere. They were especially positive about how staff care for their children.

The secular curriculum fails to offer pupils a suitably broad and rich range of learning experiences. Leaders' expectations of pupils' achievement are too low. The poorly planned curriculum prevents pupils from acquiring knowledge and increasing their understanding. As a result, pupils are unable to achieve well, including in English, mathematics and science.

Pupils behave well around the school, including at social times. However, pupils' behaviour and attitudes in lessons are variable, depending on the subject being taught. Pupils concentrate well in some lessons but not others.

Pupils are kept safe in school. They learn about different types of bullying. Pupils know how to report any concerns that they may have. Staff promote pupils' well-being effectively. They are quick to spot and support pupils who may feel worried or have friendship issues.

Leaders encourage pupils to play an active role in wider society, for example through raising money for charity. Pupils also enjoy developing their public speaking skills when they visit local community groups. Pupils are taught to be respectful and considerate towards others, including those with different backgrounds or beliefs to their own.

What does the school do well and what does it need to do better?

Leaders have not ensured that pupils are able to gain knowledge and skills in all of the subject areas required by the independent school standards. The secular curriculum lacks breadth and ambition. This was also the case at the time of the previous standard inspection in 2018. Improvements to the curriculum have been too slow.

The range of subjects that pupils study remains very narrow, focusing mainly on English, mathematics and science. Leaders have not put in place suitable approaches to check and improve how well pupils learn. Leaders do not routinely identify if pupils need additional help with their learning, including whether they may have special educational needs and/or disabilities. These weaknesses mean that pupils underachieve significantly. This limits pupils' choices about what they might do when they leave school.

Leaders have adopted a mathematics curriculum based on a commercial scheme of work. Pupils are beginning to learn and apply essential mathematical knowledge, for instance different methods for multiplication and division. Pupils are keen to do well and typically try hard in mathematics. However, leaders have not ensured that their

subject planning takes into account pupils' needs and starting points. The absence of suitable assessment approaches means that teaching does not routinely address misconceptions or help pupils to catch up on learning that they have missed.

Leaders have not established what they expect pupils to learn and remember in English. Leaders' plans to develop the English curriculum are recent. As with mathematics, leaders have not identified and planned for pupils' needs and starting points.

Schemes of work for subjects such as history, technology and physical education are in place. In practice, however, leaders do not make sure that these aspects of learning are routinely taught. No plans are in place for pupils' creative and aesthetic education. Occasionally, pupils take part in woodwork projects linked to their learning in Jewish Studies. Pupils have few opportunities to develop their artistic or creative knowledge beyond this. Leaders' plans to improve the curriculum, including broadening the range of subjects on offer, continue to be at an early stage and have not progressed noticeably since the previous inspection

Pupils behave sensibly at social times. They get along well together and enjoy playing games, such as chess. In classrooms, pupils' behaviour is not as positive. In some lessons, pupils are motivated and try hard. In others, pupils lose concentration easily and put in minimal effort. This disrupts pupils' learning.

The curriculum for personal, social, health and economic (PSHE) education helps to prepare pupils adequately for life in modern Britain. Pupils learn about and understand British values. They enjoy debating and reflecting on moral issues and what constitutes right and wrong. Staff support pupils to present their ideas clearly and speak confidently. Pupils are also taught to understand and be respectful of people from other religions, cultures and faiths. However, pupils receive little careers guidance. Leaders have not ensured that pupils have the information they need to make informed choices about their future education, training or employment.

Leaders have consulted with parents about the programme for relationships education. The programme meets the requirements of the independent school standards. Pupils learn about healthy relationships, as well as how to look after their physical and mental health.

The school complies with schedule 10 of the Equality Act. However, the proprietor body has not made sure that the requirements of all of the independent school standards are met. Trustees have not held leaders to account effectively. This includes checking whether leaders' work is securing the necessary improvements to pupils' learning in the secular curriculum. While some improvements have been made to pupils' personal development and behaviour and attitudes, insufficient oversight from the proprietor body means that long-standing weaknesses in the curriculum have not been addressed. Staff workload is high, and leaders provide limited support with teaching the secular curriculum.

Safeguarding

The arrangements for safeguarding are effective.

Leaders maintain accurate records of pre-employment checks made on staff's suitability to work with pupils. The checks carried out on staff suitability meet statutory requirements.

Staff receive regular safeguarding training. They know about different risks to pupils' welfare and understand what they should do if they have any concerns. Leaders take appropriate action to deal with any potential safeguarding issues that arise. Leaders and staff know who in the local authority they would need to contact if they had any concerns.

Pupils learn how to keep themselves safe, including online. They know that they can speak to their teachers if they have any worries or problems.

Safeguarding policies are available to parents on request from the school office and by email. Leaders make sure that the safeguarding policy includes the most up-to-date government guidance.

What does the school need to do to improve?

(Information for the school and proprietor)

- The proprietor body has not made sure that the independent school standards are met consistently. It has not provided leaders with enough support and challenge. This has contributed to leaders' failure to secure and maintain improvements, particularly to the secular curriculum. The proprietor body must improve its oversight of leaders' work. This includes making sure that the school complies consistently with the independent school standards.
- As identified at the previous full inspection, the quality of education in the secular curriculum is weak. The curriculum is too narrow because pupils only study a small number of subjects. Leaders must ensure that pupils obtain sufficient experiences in all areas of education, as set out in the independent school standards.
- Leaders have not made sure that the subjects taught in the secular curriculum are well planned and sequenced. They have not set out the knowledge that they want pupils to learn in English, mathematics and science and when pupils should learn it. This means that pupils do not learn and build up their understanding effectively in the narrow range of subjects that are taught. Leaders must ensure that appropriate schemes of work are provided for all curriculum subjects. Leaders need to be clear on how they expect pupils to make progress in each area of learning. Leaders also need to establish suitable approaches to check pupils' learning and use information from these checks to plan future learning.

- The programme for PSHE does not include suitable information on careers. Pupils do not benefit from accurate and impartial information on different career pathways. Leaders need to make sure that pupils receive up-to-date and impartial information on the options available to them when they leave school.
- Pupils have limited cultural, creative or artistic experiences. This means that pupils are not well prepared for life in modern Britain. Leaders should ensure that pupils have opportunities to gain understanding and appreciation for these aspects of wider society.
- Leaders have not made sure that pupils' attitudes to learning in all subjects are consistently strong. In some lessons, pupils lack motivation and lose interest in learning. Leaders and staff need to make sure that pupils' behaviour and attitudes are positive across all areas of learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	144727
DfE registration number	302/6012
Local authority	Barnet
Inspection number	10204282
Type of school	A school with religious characteristics
School category	Independent school
Age range of pupils	13 to 16
Gender of pupils	Boys
Number of pupils on the school roll	23
Number of part-time pupils	None
Proprietor	Chabad Lubavitch UK
Chair	Yitzchok Sufrin
Headteacher	Moishe Zavdi
Annual fees (day pupils)	£4,500
Telephone number	020 3409 1853
Website	None
Email address	office@mechina.co.uk
Date of previous inspection	5–7 June 2018

Information about this school

- The school is an Orthodox Jewish independent day school for boys. The school is registered for up to 60 boys between the ages of 13 to 16.
- The school has been based in the London Borough of Barnet since 2010. The school operates from premises at 1117 Finchley Road, London, NW11 0QB. The school uses a local park for physical education and occasionally for outdoor recreation.
- Since the previous inspection, the proprietor has changed to Chabad Lubavitch UK. The school's former proprietor, Yitzchok Sufrin, is now the chair of Chabad Lubavitch UK. The proprietor has not notified the registration authority of this change.
- The school's curriculum includes Kodesh (Jewish studies) as well as secular subjects (Chol). The majority of the school day is allocated to the teaching of the Kodesh curriculum. A new head of Chol was appointed in September 2020.
- The school does not use any alternative provision.
- The last standard inspection took place in June 2018 and judged that the school's overall effectiveness was inadequate. Ofsted subsequently carried out progress monitoring inspections in March 2021, December 2019 and July 2019. Not all of the standards checked during these progress monitoring inspections were met. Ofsted also carried out a progress monitoring inspection in January 2019 and found that the school appeared to have closed at that time.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

This was the first routine inspection the school received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspectors met the headteacher and members of the proprietor body, as well as members of staff.
- Inspectors did deep dives in these subjects: English, mathematics, science and history. Inspectors discussed these subjects with staff, looked at pupils' work, visited lessons and spoke with pupils. They also looked at curriculum plans where these were available. Other subjects were considered as part of this inspection.

- Inspectors checked the single central record of checks on staff suitability. Inspectors held meetings with the leaders with responsibility for safeguarding. Inspectors spoke with staff about their safeguarding training and looked at a range of policies and documentation.
- Inspectors toured the premises to check the school's compliance with the independent school standards.
- Inspectors observed social times at break and lunchtime and spoke to pupils about their experiences at school.
- Inspectors considered responses to the Ofsted Parent View survey, including free-text responses. Inspectors also considered written comments from parents as well as pupils' and staff's responses to Ofsted's surveys.

Inspection team

Adam Vincent, lead inspector

Her Majesty's Inspector

Alison Moore

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in 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(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 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)(h) that all pupils have the opportunity to learn and make progress; and
 - 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(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;
- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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 Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021