

# Inspection of Lubavitch Senior Boys School

1117 Finchley Road, London NW11 0QB

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Inspection dates: 25 to 27 January 2022

## **Overall effectiveness**

**Inadequate**

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The quality of education

**Inadequate**

Behaviour and attitudes

**Requires improvement**

Personal development

**Inadequate**

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?**

Leaders have high expectations for pupils. They aim to balance the aspects of religious and secular education. Leaders want pupils to go on to become rabbis or to other studies as they choose. However, leaders have not been able to make these aims a reality because of deep-seated weaknesses in leadership and management, which have a negative impact on the quality of education. Leaders do not ensure that pupils are prepared for life in modern Britain.

Pupils are respectful and behave well in class. They enjoy lessons, and debate and discuss what they are learning with confidence. Outside lessons, older pupils can sometimes be loud and boisterous. Pupils said that there is very little bullying. When bullying does happen, adults listen and sort it out. Pupils feel safe. They are well looked after.

This is a small school. Pupils said that this is what makes it special because they know their fellow pupils well. There are strong relationships between staff and pupils and this contributes to a warm atmosphere.

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

Leaders, including governors and trustees, are not moving the school forward with any sense of urgency. Many independent school standards relating to the quality of education and pupils' personal development remain unmet.

Governors and proprietors have a strong vision and ambition for the school. They have made some improvements, particularly in the requirements relating to the premises, the safety of pupils and the suitability of staff. Schedule 10 of the Equality Act 2010 is met. These improvements been sustained over time.

However, key appointments, such as the head of secular studies, have not been made. This means that the interim headteacher is not supported effectively, and there is insufficient capacity in leadership to make the necessary changes.

Staff say that leaders manage their workload effectively. There is a strong and supportive team ethos among the governors, headteacher and other staff. However, the school does not have appropriate systems and processes to drive improvement. The school action plan is out of date. No records of governors' meetings were available for the inspection. Governors are realistic in their evaluation of their current situation. Overall, there is a lack of accountability. This means that improvements are slow because no one is held responsible for aspects of the school's development.

The quality of subject plans is variable. Some, such as for citizenship and history, set out in a clear sequence what is to be taught. Others, such as for English, are weaker and consist of lists of topics or broad aims. Some subjects have two or more different plans.

Teachers do not use the subject plans. Teachers teach one-off lessons that are not connected and do not build on pupils' prior knowledge. Pupils' learning is fragmented and there are many gaps in their knowledge. In many subjects, teachers teach the same lessons to Year 7 as they do to Year 8. Leaders cannot explain why this is so.

Staff leading subjects and delivering lessons do not have subject expertise, qualifications or experience. Staff have not had any professional development to help them develop their subject knowledge or their teaching skills.

Pupils do not read a wide range of fiction and non-fiction. Although some pupils read at home, this is not well promoted in school. In English, pupils focus on spelling and grammar. They expressed surprise that reading might be an activity in English lessons.

In spite of these weaknesses in the subject content and teaching, pupils have positive attitudes to learning and a thirst for knowledge. They are curious and enjoy the challenge of applying what knowledge they have learned to new activities and problem-solving.

Lessons are occasionally disrupted, but pupils are confident that this is dealt with by staff. Behaviour records confirm this. Outside lessons, some younger pupils find the verbal behaviour of older pupils boisterous and unsettling.

Leaders have a process for checking what pupils know and remember. This includes regular quizzes, a system that leaders have retained from pupils' experience of remote learning. There is a new report to parents and carers that includes sections on what pupils know, and their behaviour and personal development. These reports are popular with parents and pupils. Unfortunately, the impact of these systems is limited because teachers do not teach the planned curriculum.

The curriculum is narrowed. Pupils do not experience technological or creative and aesthetic learning. Pupils' experience of practical work in science is limited.

At the time of the inspection, the school did not have any pupils with special educational needs and/or disabilities (SEND). Leaders have developed a policy that gives a comprehensive outline of what their approach for pupils with SEND would be, including finding appropriate specialists to support pupils with SEND.

Leaders do not have a relationships and sex education (RSE) policy and have not consulted with parents on this. Pupils have not been taught the RSE curriculum, including that some people are different because they have personal characteristics that are protected by law and are to be respected.

Leaders do not deliver a planned programme of careers education to pupils. The careers programme shown to inspectors, which is not delivered, is not fit for purpose because it is written for high schools in the United States.

Pupils know about the origins of other faiths through Jewish history. However, pupils do not know about other aspects, such as the beliefs, places of worship and festivals of other religions. They do not learn about other cultures.

Some aspects of pupils' personal development are strong. The Kodesh (religious education) curriculum contributes well to pupils' personal development. Pupils are reflective and develop a strong understanding of right and wrong and personal morality based on their faith. The headteacher has ensured that pupils understand Hebrew so that they know what the prayers mean. This helps pupils strengthen their own spiritual understanding through prayer.

Pupils have a strong understanding of the public institutions of Britain and how these work. They know about democracy, Parliament and government. They have a strong knowledge of current affairs both in the UK and globally.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has a safeguarding policy, which is available to parents on request. Staff and governors have completed safeguarding training from reputable providers. The headteacher has a perceptive understanding of the risks to pupils in their community. The headteacher ensures that staff understand the risks and he gives regular quizzes to staff to check this. Staff know what to do if they have concerns about a pupil.

The headteacher and a governor have had safer recruitment training. They ensure that the pre-employment checks for staff are completed, and the details are recorded. Pupils know how to keep themselves safe, including online. Leaders have worked hard to ensure that the independent school standards relating to safeguarding and the suitability of staff are met consistently.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- The proprietor has not made the senior leadership appointments needed to improve the school. Weaknesses in the quality of education cannot be addressed effectively. Leaders should make sure that there is sufficient capacity within the leadership team to support school improvement so that all the independent school standards are met.
- The school lacks the formal systems needed to help leaders evaluate and plan effectively. This means that progress in improving the school is too slow. The proprietor must ensure that improvement plans are up to date and followed, that relevant meetings and action points are recorded, and that the headteacher and other leaders are held to account.
- Teaching staff and leaders do not have appropriate teaching and subject qualifications or experience. Teachers do not deliver the curriculum plans, and

this has a negative impact on pupils' knowledge and understanding. Leaders must ensure that teaching staff get the training they need to develop and implement the subject plans.

- Leaders have not developed and delivered an RSE programme. This limits pupils' understanding of relationships, including that some people have same-sex relationships or have a reassigned gender. Leaders should ensure that they develop a policy for RSE, consult with parents and implement the programme sensitively and fully.
- Leaders have not developed a careers programme for pupils. Pupils do not have access to information when making decisions about their future. Leaders should ensure that they develop an appropriate careers programme for pupils.
- Pupils' knowledge of other cultures and faiths is limited. In addition, leaders do not actively promote respect for all groups of people, paying particular regard to the full range of protected characteristics in an integrated and age-appropriate way. This means that pupils are not prepared for life in modern Britain. Leaders should ensure that these aspects of the curriculum are thought through and implemented.
- Leaders do not promote reading through English and in other subjects. Pupils do not have opportunities to access knowledge and develop a love of reading. This limits pupils' academic and cultural development. Leaders should ensure that pupils read a wide range of fiction and non-fiction books.
- The curriculum is too narrow. Pupils do not experience creative and aesthetic and technological areas of learning. This limits pupils' academic and cultural development. Leaders should ensure that pupils have a planned programme of activities in these areas of the curriculum.
- Sometimes pupils are unhappy with the boisterous verbal behaviour of other pupils. Leaders should ensure that they make expectations clear and that staff challenge and stop this behaviour.

## 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

<b>Unique reference number</b>	144363
<b>DfE registration number</b>	302/6017
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10204307
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 13
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	20
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Lubavitch UK Ltd
<b>Chair</b>	Rabbi Pesach Efune
<b>Headteacher</b>	Rabbi Yosef Weisz
<b>Annual fees (day pupils)</b>	£5,196
<b>Telephone number</b>	07572 312411
<b>Website</b>	None
<b>Email address</b>	lubavitchsbs@gmail.com
<b>Date of previous inspection</b>	19 to 21 June 2018

## Information about this school

- Lubavitch Senior Boys School is an independent Orthodox Jewish school in the London Borough of Barnet.
- The school's previous standard inspection took place in June 2018, when the school was judged to be inadequate. A number of independent school standards were unmet. The school had a first progress monitoring inspection in April 2019. At this inspection, additional standards relating to pupils' welfare were unmet.
- The school had a material change inspection in August 2019. This inspection was because of a move to new premises at 1117 Finchley Road. All the standards that were checked were judged to be likely to be met.
- The school had a second progress monitoring inspection in December 2019. At this inspection, there were further unmet standards, including those relating to safeguarding and health and safety.
- A third progress monitoring inspection took place in March 2021. At this inspection, the standards relating to the suitability of staff and the welfare of pupils, including safeguarding, were met. The standards relating to the quality of education have remained unmet since the full standard inspection in June 2018.
- The school occupies the first floor of premises shared with Lubavitch Yeshiva Ketanah of London. The schools have separate entrances and different timings of the school day, including for the use of the playground.
- The school does not use any alternative provision.

## 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 had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

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 with the headteacher and other members of staff.
- The lead inspector held a telephone conversation with the chair of the trustees of the proprietor body and met with governors, including the chair of governors.
- Inspectors carried out deep dives in these subjects: mathematics, history and personal, social, health and economic education. Inspectors visited classes, and

looked at subject plans and pupils' work. They met with pupils and held discussions with staff.

- Inspectors looked at a range of subject plans, visited a science class, observed a physical education lesson, and talked to pupils about their work in English.
- Inspectors met with the leader with responsibility for safeguarding (the headteacher) and reviewed the single central record of pre-employment checks. Inspectors talked with staff about the impact of their safeguarding training and to pupils about how safe they feel in school.

### **Inspection team**

Janet Hallett, lead inspector

Her Majesty's Inspector

Alice Clay

Her Majesty's 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.
- 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)(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)(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.
- 2A(1) The standard in this paragraph is met if the proprietor–
  - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
  - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
  - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),

- 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
- 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
- 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.
- 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(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)(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 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.

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