

Inspection of Bnos Zion of Bobov

65-69 Ravensdale Road, London N16 6TJ

Inspection dates: 28 to 30 June 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Early years provision

Good

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils enjoy their time at school. They look forward to meeting their friends and playing outside in the garden. Many pupils enjoy skipping together at breaktime. They also said that they like reading and learning.

Pupils behave well. Children in the early years are taught to take turns and be kind to one another. Older pupils are polite and respectful. They are keen to learn and want to do well.

Pupils are safe and well looked after in school. Bullying is rare, but pupils and staff are alert to the possibility that bullying can happen. Staff deal with potential issues at an early stage. There is an anti-bullying officer and pupils know how to report any concerns they have.

Leaders want pupils to do well in both their religious and secular studies. Reading is a priority for leaders. Children in the Nursery enjoy stories and rhymes. Children in the Reception Year follow a well-planned programme to learn to read quickly. Pupils in the primary and secondary phases learn a variety of subjects. However, the curriculum is not planned to ensure that pupils learn these subjects with sufficient breadth and depth.

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

Children make a positive start to their education in the Nursery. Staff know the children well. They focus on developing children's language and their understanding of number from the very start. They regularly model the use of vocabulary and encourage children to use the words that they hear. For example, children in the Nursery thought of ways they might travel, using words to describe different means of transport. Leaders have made sure that they comply with the statutory requirements for the early years foundation stage.

Leaders offer a range of subjects for pupils to learn. This includes English, mathematics and art. Pupils study the secular curriculum in the afternoon, but the time allocated for this is limited. As a result, while pupils are regularly taught subjects like history or physical education (PE), the delivery of the curriculum prevents pupils from studying these subjects with suitable breadth and in depth. In history, for example, the subject content taught does not support pupils to fully build up their understanding of different historical periods.

In some subjects, leaders have defined the key knowledge they want pupils to know and remember. They have sequenced this knowledge so that pupils build on their learning over time. This enables pupils to understand more difficult concepts. For example, in English, pupils in Year 10 used their previous learning about figurative language to develop their creative writing.

In some subjects or year groups, however, leaders have given less thought to the sequencing of the knowledge and skills they want pupils to know. For example, pupils play games in PE. Leaders have not considered what knowledge and skills pupils need to play these games or how they will develop these over time. In other subjects, there is a lack of ambition in the content of the programme, for example in computing in the secondary school.

Teachers typically check what pupils know and remember. They use different techniques to do this. Teachers give pupils opportunities to recall recent knowledge and learning from previous years. Pupils reflect carefully on the feedback and guidance that their teachers give them. They want to improve their understanding and correct any mistakes that they have made.

Leaders prioritise reading. In the Nursery, children enjoy listening to stories and learn rhymes. Staff introduce children to phonics through games and other planned learning. Staff are well trained to deliver the phonics programme from Reception onwards. Pupils read books that match the sounds they know. Teachers check the progress of each pupil carefully. They give additional support if any pupil falls behind. This helps pupils to become fluent readers quickly.

Leaders identify pupils with special educational needs and/or disabilities. They work with teachers and parents and carers to ensure these pupils get the support they need. This includes support in class or helping pupils prepare for lessons.

Pupils attend school regularly. Pupils are keen to participate in class and are focused on their work. They do not disrupt the learning of others. Leaders have developed a new behaviour policy. Staff use a consistent approach to dealing with any incidents of poor behaviour. Leaders record these and identify patterns of behaviour.

Pupils attend clubs at lunchtime, such as reading or crochet. They are taught about British institutions, such as the monarchy, and leaders promote pupils' understanding of British values. For example, pupils went to the Houses of Parliament and held mock elections to help them understand democracy. Pupils are also taught the difference between right and wrong and have visited the Royal Courts of Justice. However, the school's policy and programme for relationships and sex education (RSE) in the secondary phase is not in line with statutory guidance. Leaders do not cover all aspects of relationships education and do not teach about different forms of relationships that people may have. This limits pupils' understanding of relationships.

The planned personal, social, health and economic (PSHE) education curriculum does not encourage respect for all the different characteristics that people may have and that people who have these characteristics are protected by law from discrimination.

The governors and proprietor work closely with school leaders. They understand the work of the school and have systems in place to hold leaders to account. Governors have oversight of key areas, such as safeguarding, bullying and premises. However, the proprietor has not challenged leaders about the breadth and depth of the secular

curriculum on offer. The proprietor, leaders and governors have not ensured that all the independent school standards have been met consistently.

The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a suitable safeguarding policy. This is up to date and in line with statutory guidance. The school does not have a website, but parents may request a copy of the policy from the school.

Leaders have completed all necessary safeguarding training. They make sure that staff receive regular training and updates in safeguarding. Staff understand the risks that pupils may be exposed to and are alert to signs of harm, for example those related to neglect or abuse. Teachers know how to report concerns and leaders keep logs of referrals, including appropriate actions taken.

Pupils are taught how to keep themselves safe. This includes how to stay safe online.

What does the school need to do to improve?

(Information for the school and the proprietor)

- The secular curriculum lacks high ambition. Pupils do not study a broad range of subjects in depth, and are unable to build up detailed knowledge in a subject over time. In part, this is because leaders have not allocated sufficient time for staff to teach the secular curriculum. Leaders should ensure that pupils have access to a curriculum that is of comparable breadth and ambition to the national curriculum.
- The curriculum is not well sequenced in all subjects or in all year groups. In some subjects and some year groups, leaders have not decided what knowledge they want pupils to know or remember. In others, leaders have not decided the sequence this knowledge should be taught in. This means that pupils do not learn the knowledge they require for future learning. Leaders should ensure that all subjects, for all year groups, are planned and sequenced effectively.
- In the secondary phase, leaders do not give due regard to the requirements of the RSE statutory guidance in relation to what pupils should know about different forms of relationships. The PSHE programme does not promote respect for all people, including those with protected characteristics. Leaders should ensure that all aspects of the school's approach to RSE and PSHE comply with the statutory guidance for RSE and the independent school standards.
- The proprietor and leaders have not ensured that all the independent school standards have been met. Leaders must ensure that all the independent school standards are consistently met.

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School details

Unique reference number	136015
DfE registration number	204/6073
Local authority	Hackney
Inspection number	10226762
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 16
Gender of pupils	Girls
Number of pupils on the school roll	267
Number of part-time pupils	None
Proprietor	M Rothfeld
Chair	C Lipschitz
Headteacher	S Horowitz
Annual fees (day pupils)	Voluntary contributions
Telephone number	020 8211 1945
Website	None
Email address	administration@bobovschool.co.uk
Dates of previous inspection	18 to 20 June 2019

Information about this school

- Bnos Zion of Bobov School is a day school for girls of Orthodox Jewish faith. The school caters for girls aged three to 16.
- 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. Pupils study the religious curriculum in the morning. The secular curriculum is taught in the afternoon.
- The school is based at 65–69 Ravensdale Road, Hackney, London N16 6TJ. The school occupies two adjoining properties. It does not use any other premises.
- Leaders do not use any alternative provision.
- The school has exceeded the maximum number of pupils on roll that they are registered to admit. The school is registered to admit 230 pupils and there are 267 pupils on roll.
- The school's last standard inspection took place in June 2019 when the school was judged to require improvement. Independent school standards in parts 1, 2 and 8 were unmet.

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.

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, the school's compliance officer, senior teachers and other staff. Inspectors met with the chair and other members of the local governing body. The proprietor was invited to meetings with the inspectors but he was unable to attend.
- Inspectors did deep dives in these subjects: early reading, English, mathematics and geography. Inspectors visited lessons, reviewed pupils' work, met with pupils to discuss their learning and met with subject leaders and teachers. Inspectors also looked at curriculum plans in history, textiles, art, science, computing and PE.
- Through discussions with leaders, governors, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of employment checks carried out before staff are appointed.

- Inspectors met with groups of pupils from the early years, primary and secondary phases of the school. Pupils' behaviour in lessons and at playtimes was observed. In line with leaders' request, inspectors did not ask pupils questions about sex education and how the school promoted respect for all of the protected characteristics.
- Inspectors spoke to a range of staff about safeguarding, pupils' behaviour and staff workload. Inspectors looked at staff's, parents' and pupils' responses to Ofsted's surveys.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

Inspection team

Mark Smith, lead inspector

Her Majesty's Inspector

Jonathan Newby

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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 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].
- 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 educations, except 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.

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)(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; and
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently.

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