

# Bobov Primary Boys School

87 and 90 Egerton Road, London N16 6UE

**Inspection date**

29 November 2022

**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

*Paragraphs 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(a), 2(2)(d), 2(2)(d)(ii), 2(2)(f), 2(2)(h), 2(2)(i), 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g)*

- At the previous standard inspection in November 2021, the curriculum was too narrow. A very small proportion of the day was devoted to secular education. Up until the end of Year 7, pupils studied English and mathematics only. Pupils in Year 8 studied religious education full time. Teachers of the secular curriculum lacked expertise in the subjects they taught. This was partly due to the lack of professional training available. There was a lack of resources in the school, including reading books in English. Curriculum planning and assessment lacked necessary detail. Leaders had not fully considered how to sequence learning to ensure that pupils learn well. Staff lacked training in phonics. Leaders had not organised extra-curricular provision for pupils to develop their talents and interests which limited their wider development.
- This inspection found there to have been some minor improvements to the quality of education. For pupils in Years 1 to 7, daily curriculum time in secular education has increased by half an hour to two hours. Pupils now also learn science and receive teaching in physical education. They continue to miss out on secular creative, technological and human and social education. Pupils in Year 8 continue to study religious education only.
- Leaders and teachers continue to lack subject and teaching expertise. Leaders have not organised training for teachers in subjects where they do not have subject expertise or previous training. Leaders have not organised phonics training for early years staff. Curriculum plans are inconsistent. For example, the new physical education programme is not sequenced to ensure that pupils build cumulative knowledge. As a result, pupils experience a disconnected series of lessons that do not build their knowledge and skills.
- Pupils continue to have limited access to suitable reading books in English. They described the available books in the school's library as 'old'. Pupils who are motivated to read said they have to find books outside of school. There continues to be no extra-curricular provision, such as clubs.

- Overall, leaders' failure to broaden the secular curriculum and extra-curricular offer continue to significantly limit pupils' learning and development.

*Paragraph 2(2)(e)–2(2)(e)(iii)*

- The previous inspection found leaders did not provide pupils of secondary age with access to impartial careers information, advice or guidance.
- Since the November 2021 inspection, leaders have introduced some careers lessons to the timetable which reflect the content of a new 'careers guidance policy'. Pupils said they learn about some jobs and can ask their teachers questions about their futures. However, pupils still do not receive access to impartial careers guidance that enables them to make informed choices about a broad range of career options.

*Paragraph 2A(1), 2A(1)(a), 2A(1)(b), 2A(1)(d)*

- The previous inspection found the school's relationships and sex education (RSE) programme did not pay regard to compulsory guidance because it did not cover all the required content.
- This inspection found that the same RSE programme is in place. Leaders continue to not have regard for the Department for Education's statutory guidance on relationships education. Leaders do not ensure that the school's programme covers all the required content in both the primary and secondary phases. Leaders will not allow pupils of any age to learn about relationships beyond friends and family.
- All parents of pupils in the secondary phase have expressed that they wish their child to be withdrawn from sex education. Leaders have not made suitable arrangements to provide sex education were any parents of pupils in the secondary phase to choose not to withdraw their children.
- All the independent school standards (the standards) checked in this part remain not met. 2A(1)(a) and 2A(1)(b) are also judged to be not met.

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

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

- The previous inspection found that leaders did not actively promote respect for all groups of people in an age-appropriate way over time, paying particular regard to the protected characteristics. Inspectors also found pupils' knowledge of religions, faiths and cultures other than their own to be limited.
- This inspection found that leaders have taken no action since the previous inspection to consider these aspects of pupils' spiritual, moral, social and cultural development. Pupils remain unprepared for life in modern British society.
- The standards checked in this part remain not met.

## Part 3. Welfare, health and safety of pupils

*Paragraphs 7, 7(a), 7(b), 14*

- At the previous inspection, safeguarding was judged to be not effective. Inspectors were unable to speak freely with pupils of their choice. This limited their ability to gather secure evidence to evaluate the school's safeguarding arrangements. In addition, the school's system for recruiting staff was weak. Employee files contained gaps and incomplete, unreliable information.

- During this inspection, the inspector was permitted to speak unsupervised with a group of pupils of his choosing. Pupils spoke at length about their school. They confirmed they feel safe and are well cared for.
- Leaders have taken suitable action to improve the safer recruitment process since the previous inspection. Employee files are now organised and complete. They include application forms, professional references and summary notes of the interview process. Though leaders' checks on the completion of precise employment dates continue to lack rigour, the recruitment process is now far more robust.
- The school's safeguarding policy and training programme for staff reflect the latest 'Keeping children safe in education' (September 2022) statutory guidance.
- Although the inspection identified improvements in this part, the lack of adult supervision in the playground at the start of the day puts pupils at risk. Pupils are allowed into the school's playground from 8.30am before the official start of the school day when staff begin work at 9.00am. Other than security guards working at the school's gates, there are no adults present to supervise pupils or to provide support in the case of an accident, injury or altercation.
- The standard checked in this part remains not met because paragraph 7(a) remains not met. Paragraph 14 is now also not met.

#### Part 5. Premises of and accommodation at schools

##### *Paragraph 23(1), 23(1)(c)*

- The previous inspection found that changing and shower facilities were not readily available for pupils of secondary age.
- This inspection confirms that changing and shower facilities within the synagogue at the premises at 87 Egerton Road are available exclusively to pupils before and after physical education sessions.
- The standard checked in this part is now met.

#### Part 6. Provision of information

##### *Paragraph 32(1), 32(1)(c), 32(3), 32(3)(c)*

- In the absence of a website, the school's safeguarding and curriculum policies are readily available to parents and carers in hard copy.
- The standards checked in this part are met.

#### Part 8. Quality of leadership in and management of schools

##### *Paragraphs 34(1)–34(1)(c)*

- The previous inspection judged leadership and management to be inadequate. Many independent school standards were not met. Inspectors found the proprietor and new headteacher to be committed to moving the school forward. An action plan showed that leaders intended to prioritise broadening and improving secular education.
- A year on, leaders' minor improvements made to the curriculum do not come close to what is required to improve the quality of secular education. Leaders have secured improvements to safeguarding and the early years. However, significant weaknesses remain. Leaders lack ambition and capacity. Arrangements to improve some aspects of

the school are moving far too slowly. Many independent school standards remain not met.

- The standard checked in this part remains not met.
- This is the sixth consecutive inspection judging multiple independent school standards, including that in this part, as unmet.

#### Statutory requirements of the early years foundation stage

##### *Learning and development requirements 1.3, 1.4, 1.5*

- The November 2021 inspection reported that not all the areas of learning were covered in the Reception class. There were not enough resources in the early years to support all areas of learning. Classrooms in general, especially in Reception, were tatty and cluttered.
- This inspection found that planning throughout the early years now covers all the prime and specific areas, providing children with a broader range of activities and experiences. Classrooms have been decluttered and new furniture and resources have been invested in, especially to support children's learning in 'understanding the world' and 'expressive arts and design'.
- The requirements checked in this part are now met.

## **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. 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.

## School details

Unique reference number	100298
DfE registration number	204/6385
Inspection number	10260870

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	Orthodox Jewish day school for boys
School status	Independent school
Age range of pupils	2 to 13
Gender of pupils	Boys
Number of pupils on the school roll	228
Number of part-time pupils	0
Proprietor	Boruch Halberstam
Headteacher	Joseph Elzas
Annual fees (day pupils)	None
Telephone number	020 880 91025
Website	None
Email address	admin@bobovprimary.co.uk
Date of previous standard inspection	9 to 11 November 2021

## Information about this school

- Bobov Primary Boys School is a day school for boys of the Orthodox Jewish faith.
- The school caters for pupils aged two to 13. Pupils study religious education in Yiddish for the vast majority of the school day. From Year 8, pupils study religious education only, after which they leave to study at a Yeshiva.
- The school has a sole proprietor. There are no governors. The substantive headteacher leads the secular curriculum. There is also a senior leader responsible for the religious curriculum.
- The school's most recent inspection was a standard inspection in November 2021.
- The school operates across two sites. The main site at 90 Egerton Road caters for pupils in the Reception Year up to Year 8. The premises for Nursery children are located at 87

Egerton Road, which is opposite the main site.

- The school makes no use of alternative provision.

## 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.
- This was the first progress monitoring inspection since the school's previous graded inspection in November 2021. It was conducted without notice.
- The focus of the inspection was to check whether the school complied with particular requirements within parts 1, 2, 3, 5, 6 and 8 of the independent school standards and some of the early years requirements.
- In the absence of the headteacher, inspection activities included meetings with the compliance manager and secular curriculum adviser. The inspector also toured the premises and met with the head of early years.
- The inspector met with a group of pupils. In line with leaders' request, the inspector did not ask pupils anything about sex education or different types of relationships.
- The inspector reviewed a range of evidence to check compliance with the independent school standards.
- There were no recent responses to Ofsted's online survey, Ofsted Parent View.

## Inspection team

James Waite, lead inspector

Ofsted 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 unmet 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 subparagraph (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.
  - 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)(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)(h) that all pupils have the opportunity to learn and make progress.
  - 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)(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.
- 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.

## **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) 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 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school.

### **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; and
  - 34(1)(c) actively promote the well-being of pupils.

*Standards that were met at the previous inspection, but are now judged to not be met at this inspection*

### **Part 1. Quality of education provided**

- 2A(1) The standard in this paragraph is met if the proprietor-
  - 2A(1)(a) ensures that every registered pupil who is provided with primary education at the school is provided with relationships education,
  - 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).

### **Part 3. Welfare, health and safety of pupils**

- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.

### **The school now meets the following requirements of the independent school standards**

#### **Part 3. Welfare, health and safety of pupils**

- 7 The standard in this paragraph is met if the proprietor ensures that-
  - 7(b) such arrangements have regard to any guidance issued by the Secretary of State.

#### **Part 5. Premises of and accommodation at schools**

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that-
  - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.

## **Part 6. Provision of information**

- 32(3) The information specified in this sub-paragraph is-
  - 32(3)(c) particulars of the policy referred to in paragraph 2.

## **Early years foundation stage**

- 1.3 Deliver a programme of learning that is shaped by the three prime areas of learning:
  - communication and language;
  - physical development;
  - personal, social and emotional development.
- 1.4 Support children in their learning and development in the four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:
  - literacy;
  - mathematics;
  - understanding the world;
  - expressive arts and design.
- 1.5 Provide educational programmes which involve activities and experiences for children in the prime and specific areas.

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