

Bnei Zion Community School

49–51 Ravensdale Road, London N16 6TJ

Inspection dates

21 June 2023

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(2), 2(2)(b), 2(2)(h), 3, 3(a), 3(d) and 3(e)

- The previous inspection found that leaders were not ambitious enough in their curriculum thinking. They were not making sure that older pupils could read well enough in the English language. Although they had started to introduce well-sequenced curriculum plans, for example in geography and science, these were not implemented well. Teachers had not had enough training to make sure that they had the necessary subject knowledge to implement the curriculum successfully.
- The school's action plan indicated that staff would be trained on 'effective teaching methods, activities and classroom management', as well as planning lessons. The success criteria were too broad. The action plan also stated that leaders had invested in a new literacy programme.
- This inspection found that leaders have successfully introduced their more ambitious and better-sequenced curriculum plans, including for geography and science. Teachers have received some helpful training, including from a local authority consultant. This is supporting improvement in the quality of education. The new literacy programme, based largely on reading and comprehension booklets, is beginning to see improvements in pupils' reading skills. However, leaders' positive work is taking time to implement. There was little work in pupils' books and folders for geography and science, and therefore limited evidence of implementation of the new curriculum plans. There continues to be too little evidence that pupils are learning and remembering subject content.
- These independent school standards (the standards) remain not met.

Paragraphs 2(1), 2(1)(a), 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(i), 5, 5(b), 5(b)(v) and 5(b)(vi)

- The previous inspection found that pupils were not learning about the religions, faiths, beliefs, and cultures of others. Pupils were also not taught about different types of relationships that people may have, and the legal rights of those with protected characteristics.

- The school's action plan indicated that leaders had put in place a new scheme of work to address the aspects that were not in place at the previous inspection. The plan stated that the new approach to personal, social, health and economic (PSHE) education would provide pupils with an age-appropriate understanding of different types of family structures in society, incorporating reference to the protected characteristics.
- The new plans in place for PSHE education include wide coverage of a range of topics. These include prejudice and discrimination, different families, online safety, peer pressure, mental health and homophobia. However, these plans have not been carefully adapted to meet the needs of the school. They are not being fully implemented. Leaders are still not providing pupils with an understanding of differences in modern British society, including in relation to the protected characteristics.
- The new PSHE education plans also do not include what pupils need to know, including the key content that they should be taught and when it should be taught, about other religions, faiths, beliefs and cultures. Despite this, pupils are taught about some other countries and religions other than their own, including Christianity, Islam, Hinduism, Sikhism and Buddhism. This is a significant step in the right direction. However, pupils in Year 6 struggled to remember anything more than the names of some of these religions.
- Overall, although leaders have taken some positive steps forward, PSHE education plans do not accurately reflect what is taught. Leaders have not ensured that pupils gain the knowledge and understanding they need in readiness for life in modern Britain.
- These standards remain not met.

Paragraphs 2(2), 2(2)(f) and 1.13 of the early years statutory requirements

- The previous inspection found that the teaching of phonics in the early years was not preparing children well for the start of Year 1. Leaders were not making sure that children learn to read in English well enough or soon enough. While a new phonics programme was in place in the early years, reading materials were not matched to the phonics that children know.
- The school's action plan outlined several strategies to support the development of children's language and reading in the early years.
- This inspection found that these actions are in the process of taking effect. Children now experience teaching, play and conversation in English for 90 minutes each day. Word banks have been created and vocabulary on classroom walls is now predominantly in English. Staff read to children in English, and teach them phonics, daily. From September 2023, this will be the case for children in Reception from the start of the academic year, rather than from the beginning of the spring term. Leaders now ensure that reading books are suitably matched to the phonics that children know. However, not all staff have received phonics training, and some staff overly rely on the commercial scheme's accompanying teachers' handbook. Although progress has been made, and continues to be made, there is not enough evidence that children reach a good standard in English language in readiness for Year 1.
- These requirements remain not met.
- Overall, all the standards and associated requirements checked remain not met.

Part 8. Quality of leadership in and management of schools

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

- The previous inspection found the proprietor had not ensured that all leaders, including those who were newly appointed, had the required skills and knowledge to improve the quality of education and ensure all the standards were met.
- The action plan indicated that leadership capacity had been boosted by increasing the time that the consultant headteacher works in the school. The action plan did not make clear how the proprietor intended to develop the knowledge and skills of leaders at all levels, including those that were new. The success criteria were too broad.
- This inspection found that leaders at all levels work proactively towards meeting the unmet standards. However, some curriculum thinking, such as for PSHE education, is still not precise enough in setting out what pupils need to know, including the key content that they should be taught and when it should be taught. In subjects where leaders' curriculum thinking is now stronger than at the time of the previous inspection, there is too little evidence that the curriculum is being delivered and that pupils are learning it over time. Leaders have still not ensured that children in the early years develop their English language knowledge securely. They have not made sure that older pupils are ready for life in modern Britain.
- The requirements of the standard checked in this part remain unmet.

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.

School details

Unique reference number	137318
DfE registration number	204/6001
Inspection number	10299591

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	Independent school
School status	Other independent school
Age range of pupils	3 to 11
Gender of pupils	Boys
Number of pupils on the school roll	172
Proprietor	Benzion Rudzinski
Headteacher	Noah Hammer
Annual fees (day pupils)	Voluntary contributions
Telephone number	07824 510 435
Website	None
Email address	headmaster@bobovuk.org
Date of previous standard inspection	13 to 15 September 2022

Information about this school

- This is a primary day school for boys of Orthodox Jewish faith. The school occupies a single site in Stamford Hill, Hackney.
- The school's previous inspection was a full standard inspection which took place in September 2022.
- The school is registered to admit up to 200 pupils between the ages of three and five. The school currently has 172 pupils on roll between the ages of three and 11. This means that the school continues to be in breach of its registration agreement.
- The school does not make use of any 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 school's first progress monitoring inspection since its last full inspection in September 2022. The inspection was conducted without notice.
- Since the previous inspection, leaders were asked to submit an action plan. This was judged by Ofsted to be not acceptable in March 2023 and was subsequently rejected by the Department for Education.
- The focus of the inspection was to check whether the school complied with particular requirements within parts 1, 2, 3, 4, 6 and 8 of the independent school standards and one of the early years foundation stage statutory requirements.
- Inspection activities included meetings with the headteacher, other leaders and consultant headteacher. The inspector had a tour of the premises and reviewed a range of documents, including policies, curriculum plans and the single central record of pre-employment checks on adults. He also met with a group of pupils in Year 6, looked at a selection of pupils' work, and heard some pupils read. The inspector did not ask pupils anything about sex, sexual orientation, civil partnership or gender reassignment.

Inspection team

James Waite, lead inspector

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school does not meet the following independent school standards and statutory requirements of the early years foundation stage

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 sub-paragraph (2) is drawn up and implemented effectively; and
- 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
 - 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)(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; 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(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.

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.

Early years learning and development requirements

1.13 The provider must ensure children have sufficient opportunities to learn and reach a good standard in English language during the early years foundation stage, ensuring children are ready to benefit from the opportunities available to them when they begin Year 1.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/ofsted.

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 2023