

Bobov Primary Boys School

87 to 90 Egerton Road, London N16 6UE

Inspection date

9 July 2025

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

Paragraph 3 to 3(g)

- At the previous inspection in June 2024, these standards were not met because there were weaknesses in how the curriculum was implemented. Some subjects were newly established and not firmly embedded while other subjects were not taught routinely or in all year groups. These inconsistencies affected pupils' learning. Pupils had significant gaps in their knowledge.
- The previous inspection found that staff lacked the knowledge required to teach the curriculum content. Sometimes, staff did not follow the curriculum plans but instead devised their own activities which were not aligned well to the intended curriculum. This affected how well pupils' learning built on what they had been taught previously. Outside of the phonics programme, there were too few English reading books for pupils to enjoy and learn from.
- This progress monitoring inspection found that the school has made some progress in addressing some of the weaknesses identified at the previous inspection. Subjects are now taught regularly and to all year groups. The school has enhanced the opportunities to broaden pupils' knowledge across the secular subjects. For example, the whole-school projects and initiatives enrich subjects such as geography and science. Pupils enjoy the opportunities to learn about the world around them and discuss current affairs and themes such as democracy and law.
- The school has continued to develop staff expertise and knowledge. It uses staff interests and specialisms in order to deliver the curriculum. For example, specialist science teaching is now in place across different year groups. Staff demonstrate secure subject knowledge.
- However, some weaknesses remain. The use of assessment, for example, is too variable. While there is a general framework in place, assessment is not used effectively to identify and address gaps in pupils' knowledge and understanding. Sometimes, the activities that pupils complete do not align well enough to the intended curriculum objectives. Pupils continue to have some gaps in their knowledge as a result of the

inconsistencies in how the curriculum is implemented. In some subjects, some of the intended content is missed out. For example, in science, pupils have few opportunities to work practically or to investigate. Teaching does not take into account pupils' prior learning as well as it needs to. Sometimes, teaching moves on to new content before pupils have acquired the basic knowledge they need to achieve success.

- The school continues to expand the range and quality of curriculum resources. It has developed a school library which provides pupils with an increasing range of books to read. Nevertheless, around the school, and particularly in the early years, the quantity and range of reading books in English is too narrow.
- The school continues not to meet some of the independent school standards (the standards) in this part.

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

Paragraphs 5 to 5(b), 5(b)(v), 5(b)(vi) and 2(1), 2(1)(a), 2A(1), 2A(1)(b), 2A(1)(d), 2A(1)(f), 2(2), 2(2)(d), 2(2)(d)(ii), 2(2)(h), 2(2)(i)

- At the previous inspection in June 2024, these standards were not met because the school's relationships and sex education (RSE) and health education programme did not meet the statutory requirements for secondary-age pupils. The programme did not encourage age-appropriate respect for all people with the characteristics protected by law, for example in relation to marriage and civil partnership.
- The school's personal, social, health and economic (PSHE) education programme did not pay regard to all of the protected characteristics. The school did not ensure that pupils acquired an appreciation of and respect for other cultures.
- This inspection found that the school's RSE programme has not been changed. It continues not to meet the statutory requirements for secondary-age pupils.
- This inspection found that the school has developed further the PSHE curriculum to include opportunities for pupils to learn about different faiths and cultures. Through specific lessons and during assemblies, pupils learn about faiths other than their own. The PSHE programme and school-wide events, such as mock elections, help pupils to learn about fundamental British values.
- The school continues not to meet some of the standards in this part.

Part 3. Welfare, health and safety of pupils

Paragraphs 7 to 7(b) and 32(1)(c)

- The arrangements for safeguarding were effective at the previous inspection.
- The school continues to promote a positive safeguarding culture. Pupils feel safe and well cared for.
- The school's safeguarding policy is suitable. Hard copies of the policy are made available to parents and carers.
- The school ensures that staff are well trained in safeguarding matters. Staff attend training events as well as routine briefings to keep their knowledge up to date. The school responds swiftly and effectively to any concerns about pupils' welfare. It works with parents and different agencies to ensure that pupils get the help they need.

- Pupils learn how to keep themselves safe in different situations. They learn about important concepts such as personal privacy.
- The school meets the standards that were checked in this part.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1) to 34(1)(b)

- The standards in this part were not met at the previous inspection in June 2024 because the proprietor had not ensured that the standards were met consistently. The inspection found that the school had not acted with sufficient urgency or rigour to address weaknesses identified at previous inspections. For too long, pupils' education in the secular subjects had not been good enough. The proprietor ensured that the school's safeguarding arrangements were effective but the procedures for identifying and addressing areas for development in other aspects of the school's work were not strong enough.
- This progress monitoring inspection found that the school has worked hard to address key aspects of the school. It has made some progress towards ensuring that the standards are met consistently. For example, improvements to the quality of education have improved staff's subject knowledge. Pupils now benefit from subjects which are taught regularly and in each year group. However, other aspects of curriculum implementation are still in development. These inconsistencies mean that some of the standards continue not to be met. In addition, the school's RSE programme continues not to meet the statutory requirements for secondary-age pupils.
- The proprietor is supportive of the school and leaders at all levels. However, the school's strategic work lacks rigour. For example, the school does not keep a clear oversight on what needs to be done and when. Its systems for checking the impact of the actions taken to improve the school are not robust. Over time, the proprietor has not ensured that all the standards are met consistently.
- The school continues not to meet these standards.

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	100298
DfE registration number	204/6385
Inspection number	10404671

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	Other independent school
School status	Independent day school
Age range of pupils	3 to 11
Gender of pupils	Boys
Number of pupils on the school roll	221
Number of part-time pupils	0
Proprietor	Boruch Halberstam
Headteacher	Mordecai Erlanger
Annual fees (day pupils)	None
Telephone number	020 8809 1025
Website	None
Email address	admin@bobovprimary.co.uk
Date of previous standard inspection	4 to 6 June 2024

Information about this school

- This school is an independent day school for Orthodox Jewish boys. It is registered to cater for pupils aged two to 13. At the time of this inspection, there were no pupils on roll in Years 7 and 8. Pupils study religious education in Yiddish for the majority of each day.
- The school is registered to admit up to 310 pupils. At the time of this inspection there were 221 pupils on roll.
- The school has provision for two-year-old children.
- The school does not use alternative provision.

- The school has a sole proprietor. It does not have a governing body. The leadership team consists of the head of secular studies, the head of Kodesh studies and leaders responsible for safeguarding.
- The school's most recent standard inspection took place in June 2024.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools, the Department for Education (DfE). 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.
- The school's most recent inspection was a standard inspection which took place in June 2024. At that time, the school's overall effectiveness was judged as inadequate and some of the independent school standards were not met.
- This is the school's first progress monitoring inspection since its standard inspection. The DfE did not require the school to complete an action plan following its standard inspection.
- The inspector met with senior leaders. He met formally with groups of teaching staff and pupils. He visited lessons and spoke with staff and pupils informally. The inspector looked at samples of pupils' work. The proprietor was not available to meet with or talk to the inspector during this inspection.
- The inspector reviewed the school's policies and looked at documentation related to safeguarding, the curriculum and staff's professional development. He took a tour of the premises and looked at all the spaces used by staff and pupils.

Inspection team

Gary Rawlings, lead inspector

His Majesty's 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 un-met 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)(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)(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)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e).
- 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(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)(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.

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

Part 1. Quality of education provided

- 2(2)(h) that all pupils have the opportunity to learn and make progress;
- 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(e) demonstrates good knowledge and understanding of the subject matter being taught.

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

- 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)(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.

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