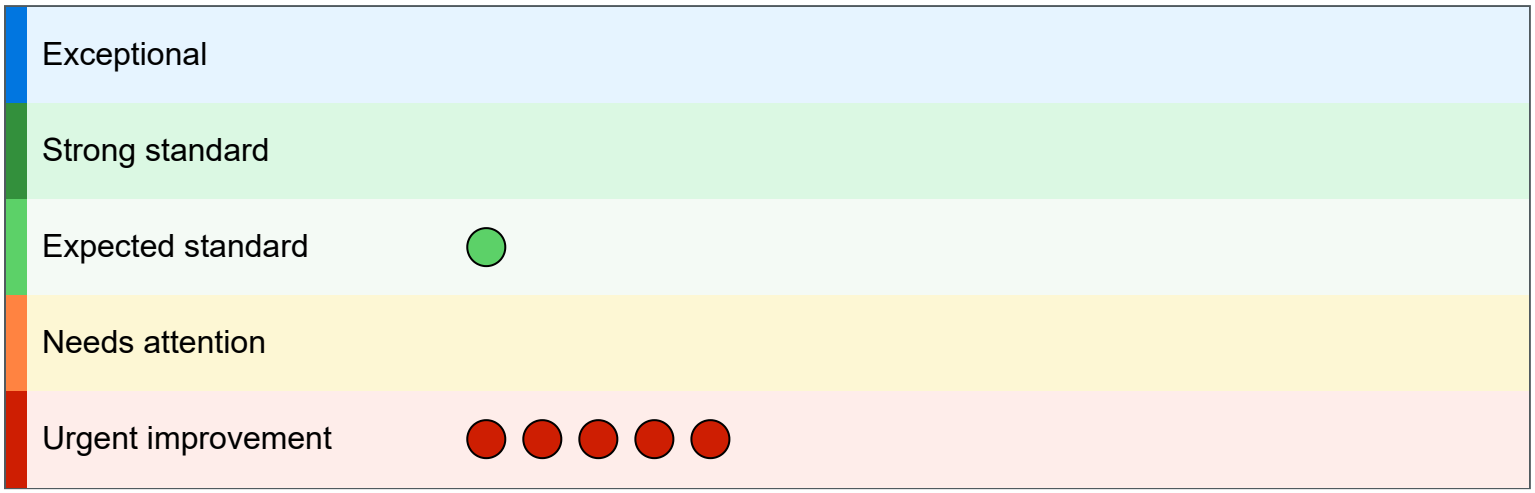
Lubavitch Yeshiva Ketanah of London

Address: 1117 Finchely Road, London, NW11 0QB

Unique reference number (URN): 144727

Inspection report: 10 March 2026



Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.
- Insufficient evidence: Inspectors were unable to gather sufficient evidence to judge whether safeguarding standards are met.

Expected standard

Attendance and behaviour

Expected standard

Pupils attend school regularly. The school monitors pupils' attendance and punctuality daily and records this information accurately. Leaders have positive professional relationships with parents and carers. When pupils are absent, leaders check that pupils are safe and contact pupils' parents. The school has identified that punctuality is a priority. As a result, when pupils are late to school, leaders act swiftly to address this. Leaders understand why individual pupils are late. They use this knowledge to support pupils and their families to improve pupils' punctuality.

Pupils learn respectfully and with enthusiasm. They contribute their thoughts willingly in class and like to exchange ideas. At the beginning of the school day, pupils arrive calmly, settle quickly and do as they are requested. Pupils are free from harassment or discrimination. They know that leaders act to address any reports of bullying on the rare occasions that it arises.

The pupils who receive some secular education report that attitudes to learning in these classes have improved this academic year. Pupils know the new, clear behaviour system. This incentivises pupils to behave well. Staff reward pupils for behaving well often. When pupils struggle to meet the school's high behavioural expectations, teachers meet parents where necessary and guide pupils to improve their attitudes to learning successfully. During religious classes, pupils listen carefully and diligently. During independent work sessions, they are settled and discuss work independently.

Urgent improvement

Achievement

Urgent improvement

Pupils have wide gaps in their knowledge. This is especially the case where pupils do not receive a secular education across all subjects. This includes pupils with special educational needs and/or disabilities. Pupils do not have the knowledge that they should for their age. Pupils say that the majority of the knowledge that they do have comes from outside school.

On rare occasions, pupils demonstrate knowledge they have learned in school. For example, pupils in Years 7 to 9 have improved their knowledge of their times tables in mathematics this year. They have also built some knowledge of spelling, punctuation and grammar. However, they do not build knowledge of other key areas in English, such as comprehension and creative writing.

No pupils have the opportunity to take national tests and examinations. Pupils are wholly unprepared for their next educational steps. The absence of education for many pupils significantly limits the prospects for their future employment.

Curriculum and teaching

Urgent improvement

The curriculum for pupils is not ambitious enough. In response to staffing challenges, the school has significantly reduced the curriculum subjects on offer for pupils. While the school's ambitions to build up the secular curriculum are sound, this is taking too long to enact. All pupils in Years 10 and 11 do not receive any secular education. This means that they do not have access to subjects such as science and physical education. Pupils in Years 7 to 9 receive a very limited secular education. This consists of English and mathematics. In these subjects, pupils are taught the same curriculum regardless of their age or ability. This means that work is not suited to pupils' needs and often lacks challenge.

Teachers, who are very new, are well regarded by pupils. Typically, teachers have appropriate subject knowledge. They usually build on pupils' prior knowledge. However, the curriculum in the subjects taught is very narrow and not coherently sequenced. For example, pupils have not had the opportunity to read books as part of the English curriculum. No pupils in the school have access to a library or reading books. Pupils do not know what they should for their age.

The school does not have a system to identify and support pupils at the early stages of learning to read or those who struggle with reading fluency. As a result, leaders do not know with sufficient detail the specific support that pupils need in order to improve their reading skills. Teaching, where it takes place, is not adapted for these pupils.

Inclusion

Urgent improvement

There is no formalised support for pupils who face barriers to their learning or those with special educational needs and/or disabilities (SEND). There is minimal support in place but this is only for pupils in Years 7 to 9. There are no members of staff with the expertise required to ensure that the needs of pupils with SEND are met. Teachers have not had training to identify and support pupils with barriers to their learning. The school does not work with any external agencies to support these pupils.

Leaders know that some pupils struggle to learn. Where this is the case, informal pastoral support is provided. For example, pupils are given time out of lessons if necessary and have ‘check-ins’ with teachers. However, methods to identify, support and track the progress of these pupils are not systematic. The school does not identify emerging educational needs accurately. In the rare instances where the school has information on pupils' needs and strategies to support learning, this is not communicated with teachers or used effectively. As a result, pupils do not have their barriers to learning reduced and work is not suitably adapted to meet their needs. Pupils’ work is of a low quality and pupils with barriers to their learning do not achieve well.

Leadership and governance

Urgent improvement

Those responsible for governance, including the proprietor, do not ensure that the school meets its obligation to deliver a broad and high-quality secular curriculum. While those responsible for governance have regular contact with senior leaders, they do not demonstrate the skills and knowledge required to ensure that the independent school

standards are consistently met. As a result, many standards related to the quality of pupils' education are unmet. There is little evidence that the school has the capacity to make the improvements needed. The school does not engage with other schools and educational organisations, for example, to bring in the expertise, mutual challenge and support that they need in order to improve.

Leaders and those responsible for governance know that the secular curriculum is not fit for purpose and has declined significantly since the last inspection. This is in part due to instability in staffing. However, the school's actions lack urgency and leaders underestimate the negative impact that a lack of secular education has on pupils. The school's attempts to improve the secular provision has had limited success. For example, pupils are engaged in their secular lessons and focus on their learning. Beyond this, progress is slow. Leaders do not ensure that pupils receive statutory relationships and sex education. Pupils are not taught about the characteristics of people that are protected by law. This has a significant negative impact on pupils' personal development.

The professional learning programme for staff is informal and in its early stages of development. Newly appointed teachers value the coaching, conversations and advice that leaders provide. However, this programme is neither sustained nor evidence-informed. For example, there has been no training for staff on supporting pupils with special educational needs and/or disabilities.

Staff do not have any concerns about their workload or wellbeing. They have positive working relationships with senior leaders. Parents and carers value the school and feel that their children are well cared for and nurtured.

Personal development and wellbeing

Urgent improvement

The school does not meet its statutory obligations to deliver relationships and sex education. No pupils at the school receive personal development education. This has a significant negative impact on pupils. Pupils, especially those with special educational needs and/or disabilities, do not have the key knowledge and skills that they need to participate and succeed in British society. For example, pupils do not learn about healthy relationships and are not taught clearly how to manage their physical health and wellbeing. The school organises very few opportunities for exercise and extra-curricular activities.

Pupils do not learn about some of the qualities that make people unique which are protected by law. For example, some pupils do not have basic knowledge of other religions outside of their own. Those who do learn this outside of school. Some aspects of fundamental British values are covered in pupils' religious education. For example, pupils learn about tolerance and respect for others, and the rule of law. However, pupils cannot connect this knowledge to British institutions and modern Britain. Pupils have opportunities to reflect on their own beliefs and spirituality. For example, pupils watch and discuss religious-themed videos that explain right from wrong.

There are very limited opportunities for pupils to develop an understanding of cultural diversity. Pupils' knowledge of other cultures is often superficial. For example, younger pupils visited central London and were taught about the diversity of the population in London. However, this work is rare and is not systematically revisited, so pupils cannot remember it.

Pupils do not have access to a range of extra-curricular activities. Pupils are not routinely encouraged to engage in creative or artistic activities beyond some opportunities connected to religious festivals.

The school does not provide careers information or advice for pupils at any age. Pupils do not know what different career options are available to them in the future.

What it's like to be a pupil at this school

Pupils enjoy school and feel safe. They behave well around the school and in classes. They attend regularly. They like learning new information about the wider world. They appreciate the caring and enthusiastic staff, and engage positively during religious and secular classes. On the rare occasions that bullying takes place, staff deal with it swiftly and effectively.

Pupils value outings organised by the school. For example, pupils in Year 7 took part in a biking tour in central London. They learned about the history and diversity of London, and visited key landmarks. The school organises a visit to Wales each year, where pupils take part in hiking and sports and visit historical sites. Through this, pupils learn about how to work together as a team. During religious festivals, pupils take part in community events to support others. This includes playing in a marching band and creating food packs for the local community.

Beyond these experiences, and the religious education provided for pupils at the school, pupils' academic and personal development experiences are very limited. For example, all pupils in Years 10 and 11 do not receive any secular education. This includes no teaching in many secular subjects. As a result, vital knowledge that pupils need for their future success, such as English and mathematics, is not taught. Pupils with special educational needs and/or disabilities are not identified or supported effectively to learn.

No pupils have access to a structured careers programme. Pupils are not taught statutory relationships and sex education. Pupils have limited access to extra-curricular activities in order to develop their talents or interests. As a result, pupils are not prepared for the next stage in their education or well prepared for life in modern Britain.

Next steps

- The school should ensure there is a suitably broad curriculum for all pupils that includes scientific, technological, human, social, physical, aesthetic and creative subjects.
- The school should ensure that the curriculum taught is clearly planned and sequenced.
- The school should ensure that all pupils have access to a range of English texts and that any pupils who are weaker readers are identified and supported to improve their reading.
- The school should ensure that there are effective processes to systematically and accurately identify the needs of disadvantaged pupils, those with special educational needs and/or disabilities, those who are known (or previously known) to children’s social care and those who may face other barriers to their learning and/or wellbeing. Once

identified, the school should ensure that appropriate academic support is in place for these pupils.

- The school should ensure that it fulfils its statutory responsibility to deliver relationships and sex education, including teaching pupils about protected characteristics, as part of a personal development programme for all pupils.
- The school should ensure that all pupils receive careers education, as part of a whole-school careers programme, to prepare them for their future education, employment or training.
- Those responsible for governance should ensure that the school has the resources, staffing and strategic leadership expertise to ensure that the school meets its statutory obligations to provide pupils with a broad and high-quality secular education.

About this inspection

Inspectors carried out this standard inspection under section 109(1) and (2) of the Education and Skills Act 2008, and checked the school's compliance with the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the head of secular studies, the head of compliance and the chair of governors during the inspection.

The inspectors confirmed the following information about the school:

This school is registered as having an Orthodox Jewish religious character.

The school uses no alternative provision.

The school premises are located at 1117 Finchely Road, London NW11 0QB.

Since the last inspection, the school has increased in size. It now takes pupils in Years 7 and 8, in addition to pupils in Years 9 to 11.

The school is registered to admit 100 pupils.

Responsibility for the school lies with the sole proprietor, who delegates responsibility for governance to a governing body.

The fees currently charged are voluntary.

The name of the proprietor is Yitzchok Sufrin.

The school's email address is office@mechina.co.uk

Headteacher: Moishe Zavdi

Independent school standards

Independent school standards are either met or not met for each category.

1. Quality of education provided — Standards not met

The following standards have not been met:

Paragraph 2(1)

The standard in this paragraph is met if–

(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

(b) the written policy, plans and schemes of work–

(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and

Paragraph 2(2)

For the purposes of paragraph (2)(1)(a), the matters are–

(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;

(b) that pupils acquire speaking, listening, literacy and numeracy skills;

(d) personal, social, health and economic education which–

(i) reflects the school's aim and ethos; and

(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[1];

(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–

(i) is presented in an impartial manner;

(ii) enables them to make informed choices about a broad range of career options; and

(iii) helps to encourage them to fulfil their potential;

(h) that all pupils have the opportunity to learn and make progress; and

(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

Paragraph 2A(1)

The standard in this paragraph is met if the proprietor–

(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),

(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,

(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),

(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and

(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.

Paragraph 3

The standard in this paragraph is met if the proprietor ensures that the teaching at the school–

(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;

(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;

(c) involves well planned lessons and effective teaching methods, activities and management of class time;

(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;

(e) demonstrates good knowledge and understanding of the subject matter being taught;

(f) utilises effectively classroom resources of a good quality, quantity and range;

(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;

Paragraph 4

The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

2. Spiritual, moral, social and cultural development of pupils Standards not met

The following standards have not been met:

Paragraph 5

The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–

(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;

(b) ensures that principles are actively promoted which–

(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;

(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;

(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;

(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

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3. Welfare, health and safety of pupils Standards met

All standards have been met.

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4. Suitability of staff, supply staff, and proprietors Standards met

All standards have been met.

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5. Premises of and accommodation at schools Standards met

All standards have been met.

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6. Provision of information Standards not met

The following standards have not been met:

Paragraph 32(1)

The standard about the provision of information by the school is met if the proprietor ensures that–

(b) the information specified in sub-paragraph (3) is made available to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;

Paragraph 32(3)

The information specified in this sub-paragraph is–

(c) particulars of the policy referred to in paragraph 2;

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7. Manner in which complaints are handled Standards met

All standards have been met.

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8. Quality of leadership in and management of schools Standards not met

The following standards have not been met:

Paragraph 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–

(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;

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

(c) actively promote the wellbeing of pupils.

Lead inspector:
Guy Forbat, His Majesty's Inspector

Team inspector:
Katerina Christodoulou, Ofsted Inspector

Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

This data is from 10 March 2026

Total pupils

55

School capacity

100

Pupils with an education, health and care (EHC) plan

0

Pupils with special educational needs (SEN) support

1

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement 🔴

The school needs to make urgent improvements to provide the expected standard of education and/or care.

Insufficient evidence

Inspectors were unable to gather reliable enough evidence to grade an evaluation area. This is rare and normally only happens if there are no pupils on roll at the school.

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