

Beis Chinuch Lebonos Westcliff

Address: 121 - 127 North Road, Westcliff-on-Sea, Southend-on-Sea, Essex, SS0 7AH

Unique reference number (URN): 149301

Inspection report: 24 February 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

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

Achievement

Expected standard

Leaders have high expectations for pupils to achieve well. Pupils make steady progress through the curriculum. They learn new knowledge in small steps. This helps them to remember important ideas and concepts and use them in later learning. Pupils move through the curriculum with confidence. On the whole, pupils learn well.

Pupils achieve well from their starting points. This includes pupils with special educational needs and/or disabilities. Leaders have effective systems in place to identify any pupils' barriers to learning. This means that staff have a clear understanding of the progress pupils have made from their starting points.

Pupils are well prepared for their next steps. They learn how to work independently and how to solve problems. They know how to use what they have learned in new situations. They leave school with the confidence to take on new challenges.

Attendance and behaviour

Expected standard

Leaders prioritise attendance and behaviour. They monitor and track pupils' attendance carefully. The school works closely with the external partners so that concerns are identified early. They work with families to remove barriers and encourage regular school attendance. This work with families is making a positive difference. Pupils enjoy school and know that attending school is important.

Pupils behave well. Staff mainly use effective strategies to promote positive behaviour and calm classrooms. However, sometimes they do not. This means some pupils do not always follow the high expectations set by leaders. Leaders recognise this and are taking steps to ensure practice is applied uniformly. Staff use simple routines in the classroom. Pupils understand what adults expect. They listen carefully to instructions. Pupils want to do their best. They look forward to the rewards achieved through the many reward systems.

Pupils know that bullying or any form of unkind behaviour is not allowed. They know that the staff will deal with this quickly. This helps pupils to feel calm and safe. Staff know pupils well. Warm relationships and clear routines mean pupils know they can talk to adults if they have worries or concerns.

Curriculum and teaching

Expected standard

The curriculum is well sequenced. It helps pupils to build knowledge over time. Pupils revisit ideas so they remember what they have learned. This helps them to secure reading, writing and mathematical foundations ready for new learning across the curriculum. Teachers understand the curriculum well. They adjust tasks to make sure that they are right for the pupils' needs, including for any disadvantaged pupils. They show pupils how to approach a task. They give examples so pupils can see what success looks like. This helps pupils to feel more confident in attempting tasks. Typically, staff check how well pupils have

understood tasks. However, sometimes staff move on too quickly and pupils do not have enough time to practise new content.

Teachers show secure subject knowledge across the curriculum. They share information clearly, enabling pupils to access learning. Staff explain key concepts effectively so that pupils understand them. The phonics programme is well organised. Staff teach this effectively. From the Reception Year, pupils learn to blend sounds and read simple words. Over time, pupils learn to read with increasing accuracy and understanding. Pupils who do not keep up with the programme are given extra support so they can catch up quickly.

Early years

Expected standard 

The early years curriculum is well developed and sequenced. Leaders have set out clearly what children will learn and when. They have created a curriculum that follows the children's interests while also being clear on what content will be covered and when. Relationships with parents and carers are key to making sure that pupils settle in quickly at the school.

Quality interactions are evident across the early years. Staff know the children well. Staff are well trained on how to engage with children. They use, model and develop vocabulary effectively. As a result, children are confident expressing themselves in English. Children learn how to decode simple words for reading. They apply their phonics knowledge confidently to their writing. Children are well prepared for Year 1.

Children know the well-established routines and expectations. They follow them consistently. Children use the environment confidently. They select the equipment needed for their chosen task. For example, children selected the dolls they needed for roleplaying a specific story.

Staff select resources carefully. This enables children to develop their fine motor skills with accuracy. For example, children in Nursery are confident using the pincer grip, ready for writing. Children also learn to use tools, such as scissors, to cut accurately around shapes.

Inclusion

Expected standard 

Pupils with special educational needs and/or disabilities are quickly identified. Typically, pupils' needs are identified accurately. Staff have a secure understanding of pupils' individual barriers to learning. Leaders use systems to find out what each pupil needs to succeed. Staff adjust tasks well to meet the needs of the pupils. They check information regularly so they can act quickly if a pupil needs further support.

Leaders know their school and pupils well. They work hard to identify and remove any barriers to learning. Leaders monitor progress carefully. They look at pupils' work and talk to pupils about the progress they make. They use this information to see what is working and what needs to change. They make sure that any additional support has a clear impact.

Staff are well trained. They know how to support pupils with different needs. They use clear strategies in lessons, such as modelling, to check how well pupils have understood a task. This helps pupils get the right support at the right time. Leaders work well with external

agencies. This helps to strengthen school-wide systems for providing timely support for pupils.

Leadership and governance

Expected standard 

Leaders have a clear vision for the school. They work collaboratively to ensure the curriculum, teaching and wider provision meet pupils' needs. They know the strengths of their setting and understand what needs to improve. Leaders generally use assessment information effectively. They make choices based on what will help pupils learn well and feel safe. Leaders check the impact of their actions and adapt when needed. However, this is not consistent across all areas of the school's work.

Leaders make sure that staff have the training they need to do their jobs well. Training is planned carefully around the needs of the school. This means that everyone has the skills to teach the curriculum effectively. Staff feel that leaders are considerate of their workload and wellbeing when making changes.

The proprietor has a positive influence on the school. They provide clear direction and make sure leaders have the resources they need. They check that leaders are meeting the expectations for the school standards and offer guidance when needed. This helps the school leaders to stay focused on high standards. Governors know the school well. They provide appropriate challenge and support, ensuring leaders remain ambitious for all pupils. They monitor key aspects of performance and hold leaders to account for the impact of their actions.

Personal development and wellbeing

Expected standard 

The school has a clear and coherent programme for pupils' personal development. It focuses on helping pupils to grow into confident, caring and respectful individuals. Pupils learn how to make positive choices with their behaviour. This helps them to treat others with kindness and patience. Pupils know how their actions affect people around them.

Pupils know how to keep themselves safe and healthy. They learn about eating well, staying active and looking after their mental health. Pupils are particularly positive about recent opportunities they have had to develop their running skills at a cross-country event. Pupils learn how to stay safe online and offline. They understand how to spot risks and ask for help. Recently, Year 6 pupils learned basic first aid. This helps pupils to be confident in helping others in their community in an emergency if needed.

Pupils respect other cultures. They learn to celebrate their own culture. Pupils respect belief systems that are different to their own and they celebrate cultural diversity. This helps them to understand who they are and their place in society. Pupils learn about fundamental British values in an age-appropriate way, for example they learn about democracy by voting for songs that they will have at their class celebrations.

Pupils enjoy the trips and workshops organised by leaders. Pupils recently enjoyed the workshop on how to stay safe at the beach. Pupils enjoy the activities that help them to follow their talents and interests, such as sport, music or dance. They feel proud to share

with others what they have achieved and have regular opportunities to perform in front of an audience.

Staff know pupils well. They provide strong pastoral support, helping pupils to develop healthy, positive relationships with their peers. Pupils talk openly about their feelings and seek help when needed. The curriculum supports pupils in understanding how to stay safe, manage challenges and make informed choices. As a result, pupils feel valued, supported and well prepared for future life.

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

The school is a happy place in which to learn. Pupils are excited to come to school and settle quickly to their learning. They enjoy the activities that teachers plan for them, especially activities linked to festivals, such as Purim. Pupils enjoy learning in a welcoming environment. They say that this is a safe school and they are well cared for.

Pupils learn through a well sequenced and progressive curriculum. They build on their learning and confidently share what they have learned. Pupils who need additional help receive the support they need to access the curriculum. Consequently, many pupils progress well in a range of subjects.

Routines and rules are well established. Pupils know how to behave and, on the whole, follow the school rules. Typically, pupils listen carefully to the adults' instructions. They show respect for adults and their peers. However, during unstructured time, this is not always as consistent.

Pupils know what bullying is. They can describe what it looks like and say that it does not happen at their school. Pupils behave in a caring and kind way towards each other. They look out for positive behaviour to share with the adults and celebrate each other's successes. They have a strong understanding of different faiths and cultures. Pupils are being prepared well for their next steps.

Pupils learn about their feelings and emotions. They know that they can share their worries and concerns with the adults in the school if they are worried about something. Pupils learn about the local community. They learn how to stay safe online and in their local community. They take part in workshops and trips. They have particularly enjoyed the long-distance running event and a trip to the seaside.

Next steps

- Leaders should ensure that the systems and processes for monitoring learning outcomes for pupils are robust so that any extra support is timely and is having the desired impact.
- Leaders should ensure that the whole-school behaviour approach is implemented consistently across the school.

- Leaders should monitor behaviour across the school so that they can provide timely support for pupils who need additional support, meeting leaders' high expectations.
-

About this inspection

The inspectors confirmed the following information about the school:

Beis Chinuch Lebonos Westcliff is an Orthodox Jewish school. The school was registered on 6 September 2023.

The provision is located at 121–127 North Road, Westcliff-on-Sea, Southend-on-Sea, Essex SS0 7AH. The school has full use of the building.

The school's curriculum includes Jewish studies (Kodesh) as well as secular subjects (Chol). The school day includes the teaching of Jewish studies in the morning and secular subjects in the afternoon. There is a longer school day to ensure appropriate coverage of the secular subjects.

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, senior leaders, the proprietor and members of the governing board during the inspection.

The name of the proprietor is Avrohom Brief.

The fees currently charged are £7,800.

The school's email address is admin@bclw.co.uk

Headteacher: Hindy Teichman

Independent school standards

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

1. Quality of education provided

Standards met

All standards have been met.

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

Standards met

All standards have been met.

3. Welfare, health and safety of pupils

Standards met

All standards have been met.

4. Suitability of staff, supply staff, and proprietors

Standards met

All standards have been met.

5. Premises of and accommodation at schools

Standards met

All standards have been met.

6. Provision of information

Standards met

All standards have been met.

7. Manner in which complaints are handled

Standards met

All standards have been met.

8. Quality of leadership in and management of schools

Standards met

All standards have been met.

Lead inspector:

Nerrissa Bear, His Majesty's Inspector

Team inspector:

Nathan Lowe, His Majesty's Inspector

Facts and figures used on inspection

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

 This data is from 24 February 2026

Total pupils

110

School capacity

120

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

0

Pupils with special educational needs (SEN) support

14

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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 <https://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 2026



© Crown copyright