

# Lubavitch Senior Girls' School

107-115 Stamford Hill, London, N16 5RP

**Inspection dates** 18–19 June, 2013

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected	
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement is not as good as it should be in English.
- Disabled students and those with special educational needs do not always make good progress, particularly in improving their reading.
- The sixth form requires improvement because students are not provided with opportunities to achieve in a wide choice of studies.
- Teachers' marking is not consistent and does not always tell students how to improve their work.
- Teachers do not always provide students with enough opportunities to explore ideas in depth, to engage in discussions or to work independently.
- The checking of classroom teaching by leaders and managers is not always linked securely to students' achievement over time. Leaders do not use the school website well enough to explain school policies to parents and carers.
- Leaders do not always provide students in Key Stages 3 and 4 with their full entitlement to study the range of subjects within the National Curriculum.
- Governors' skills in understanding information on students' progress are not fully developed. The governing body is not yet supporting the headteacher in implementing a rigorous appraisal system for teachers.
- Leadership requires more robust governing body support to enable greater clarification of roles and responsibilities.

### The school has the following strengths

- The headteacher gives a very strong direction to the work of the school. Leaders across the school want the very best for students and are working well together to raise the quality of teaching at a rapid rate.
- Students make outstanding progress in mathematics.
- Actions by school leaders have had a significant impact in achieving clear and sustained progress since September 2012.
- There is much good, and some outstanding, teaching and learning in mathematics, home economics and modern Hebrew.
- Students' spiritual and moral development is outstanding. Students behave very well and show pride in the school, which is a warm, close community that cares well for each child.

## Information about this inspection

- Inspectors observed parts of 15 lessons, involving 15 teachers, three of whom were jointly observed with the headteacher. In addition, a number of other sessions were visited to determine how well the needs of individual students are taken into account and to look at the quality of marking and the help offered to students to improve their work.
- Meetings were held with the headteacher, four groups of students, the Chair and four other members of the Governing Body, and a variety of staff including the Rabbi (Principal) and other leaders, groups of staff, and a representative of the local authority.
- Inspectors took account of 29 responses on Parent View, plus 24 parent surveys provided by the school.
- There were 23 staff questionnaires returned and considered by the inspection team.
- Inspectors scrutinised a range of documentation including examples of students' work, the school's own information on students' attainment and progress, records of attendance and behaviour, and information about governing body meetings, safeguarding, school planning and performance management.

## Inspection team

Sheila Crew, Lead inspector

Additional Inspector

Ron Cohen

Additional Inspector

Fatiha Maitland

Additional Inspector

## Information about the school

- Lubavitch House School (Senior Girls) is smaller than the average-sized secondary school and has a very small sixth form.
- The proportion of students known to be eligible for the pupil premium is below the national average. This is additional government funding provided for pupils entitled to free school meals, those in local authority care and those with a parent in the armed services.
- The proportion of disabled students and those who have special educational needs supported at school action is above average. The proportion supported at school action plus, or with a statement of special educational needs, is also above the national average.
- The proportion of students who are from minority ethnic backgrounds is broadly average, as is the proportion who speak English as an additional language.
- The number of students enrolled in Year 7 declined in 2012.
- The school meets the current government floor standards, which set the minimum expectations for students' attainment and progress.
- The school's national examination data for 2012 were incomplete as a consequence of changes in the status of the school, which became a state-maintained, voluntary aided school on 1 June 2012.
- The predecessor school had been an independent school. The headteacher of the current school was headteacher of the independent school, under the leadership of the Rabbi as Principal.
- Operational leadership is provided by the headteacher who, with the Rabbi, sets the direction of the school. The curriculum is divided into two distinctive strands: Kodesh (Jewish studies) and chol (secular studies).
- There is a departmental head of Jewish studies who also held this position in the predecessor school.
- The school has been federated with the adjoining Lubavitch Ruth Lunzer Girls' Primary School since June 2012 and Lubavitch House Boys' School since July 2012 and these schools share a governing body. The executive headteacher of the federation is the headteacher of the girls' primary school.
- There is currently a vacancy for a deputy headteacher in the senior girls' school.
- Since becoming part of the state-maintained sector, the headteacher has created a partnership with Hackney Learning Trust. This has meant that school improvement consultants have worked closely with the school to support teaching and learning, finance, human resources, English and mathematics.
- The headteacher has recruited a part-time consultant to act as advisory head of English.
- The school does not provide any alternative provision for students.

## What does the school need to do to improve further?

- Improve the achievement of all students through increasing the proportion of good or better teaching by:
  - raising standards in English, particularly for the most able students, by providing them with more demanding work, which encourages them to think for themselves and write in more detail
  - using information on students' achievement to plan tasks at the right level of difficulty for all students, especially disabled students and those with special educational needs, so that they follow the school's programme for improving reading and writing
  - making sure that teachers mark students' work consistently well, give students advice on how to improve their work and check the progress of students in lessons, especially the less able and those who speak English as an additional language

- making sure that students are actively involved in lessons through constructive discussion and opportunities to find out things for themselves
- In the sixth form, increasing the focus on measuring students' learning and progress in subjects not linked to national accreditation.
- Strengthen the quality of leadership further by:
  - ensuring senior leaders more effectively monitor the quality of teaching, linking this securely to students' achievement over time
  - making sure that teachers follow up the advice given by leaders after lesson observations and that managers discuss with them the differences this is making to students' achievement
  - ensuring senior leaders check that all other leaders with particular responsibilities are fully implementing the school's policies
  - explaining school policies more fully to parents and carers through updating the school website
  - ensuring the curriculum complies with the National Curriculum in Key Stages 3 and 4 by providing all students with their full entitlement in English, mathematics, science, humanities and information and communication technology (ICT)
  - providing sixth form students with access to a wider range of academic opportunities to suit their needs.
- Improve the work of the governing body by developing their skills in understanding
  - student performance data
  - the quality of teaching and how performance management systems work
  - roles and responsibilities within leadership structures.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

---

## Inspection judgements

### The achievement of pupils

### requires improvement

- Overall achievement requires improvement because progress in English is slow. Students enter the school with above average attainment, but too few students across the ability range make expected progress over time. This slow progress in English means that the percentage of students achieving five or more GCSE passes at grades A\* to C, including English and mathematics, was below national averages in 2012. Students' ability to write detailed answers and essays is often not good enough for the students to reach higher examination grades and the most able students do not make good progress given their starting points.
- While the school's Key Stage 3 literacy programme is helping some students to improve their reading skills, this is not happening quickly enough for all students. The school has identified those students with special educational needs, or those for whom English is an additional language, and provides individual tuition in their social development. However, for these students, not enough attention has been paid to their individual needs in learning to read and write.
- Although the achievement of a small number of students in some sixth form subjects including mathematics (A2), biblical Hebrew and religious studies at AS level is good, there is little checking of progress in subjects which provide the main part of the sixth form curriculum. Vocational studies such as child development and graphics meet the needs of some students, but there are limited data showing achievement in these subjects which are not linked to nationally accredited qualifications.
- The school has introduced support programmes and extra staffing to help the small number of students known to be eligible for funding through the pupil premium. School-based analysis of 2012 examination results for disabled students and those who have special educational needs indicated that they did not make good progress. There were no students eligible for pupil premium in this year group.
- Students of all abilities did well in mathematics, where students' progress has been very strong over time and achievement at GCSE is consistently well above the national average. GCSE results in French, science and art also indicate a consistently strong trend in achievement.
- In 2012 the school entered three students for GCSE mathematics in the summer term of Year 10, with good results, which has meant that these students have been able to move on to AS mathematics in Year 11. The school also groups students of similar abilities in Years 9 to 11 for biblical Hebrew, and enters most students for this GCSE at the end of year 10. Recent improvements in teaching are now beginning to result in students making better progress. School assessment data for the current Year 11 shows a significant increase in the number of students in line to gain five or more GCSE grades at A\* to C including English and mathematics.
- Literacy across the curriculum is reasonably well developed. The catch-up premium has been used effectively to ensure that most Year 7 students read fluently and there is some evidence that literacy is promoted in other areas of the curriculum, particularly in Hebrew.

### The quality of teaching

### requires improvement

- There is not enough consistently good teaching to result in good achievement in all subjects and in all year groups. However, there is some good teaching in most subjects.
- Where teaching is weak, there is a tendency for teachers to talk for too long and offer too much guidance, so students are not given enough time to think or work by themselves.
- In some subjects, for example English, standards are not rising fast enough. Teachers' expectations are not high and work set is, at times, too easy for the students. Too often teachers do not use information on students' achievement to plan lessons to meet the different learning needs of students. As a result, students make some progress, but they do not achieve well.
- In the sixth form, lesson planning is sparse. There is not enough focus on measuring students'

learning and progress in subjects not linked to national accreditation.

- Disabled students and those who have special educational needs do not yet make similar progress to their classmates. These students are not consistently set individual targets in their learning and this limits their progress.
- Teachers provide helpful comments in their marking in mathematics, but in other subjects there is no dialogue between teachers and students to ensure that students know how to make the next steps in their learning. In some lessons, teachers do not check carefully enough whether students, particularly disabled students and those with special educational needs, fully understand the work.
- Teaching at its best is evident in the positive relationships between teachers and students, which enable them to contribute effectively to the lesson. In home economic lessons teachers provided a good climate for learning which engaged students and created interest and enthusiasm.
- There is some good and outstanding teaching; for example, in a Year 10 mathematics lesson, students were able to explain the differences between bar charts and histograms. Students worked out formulae and calculated frequency density before drawing their histograms. The teacher allowed them to work independently which meant that higher ability students were able to work at their own pace. The teacher did not always provide the solutions and this enabled other students to work in pairs and learn from their mistakes before moving on.
- In some lessons, teachers encouraged students to think for themselves. In a Year 10 modern Hebrew lesson, the teacher made very good use of questions to challenge students of different levels of ability.
- There has also been some improvement in the overall quality of teaching as a result of the recruitment of teaching assistants to support students in lessons.

### **The behaviour and safety of pupils** are good

- Students are very well behaved. They listen politely to teachers and to one another in discussions. There is a very happy atmosphere throughout the school because of the strong relationships that exist between the students themselves, and between students and staff.
- Attitudes to learning are very positive. Most students enjoy school; they feel safe and say that staff respect them. Parents and carers overwhelmingly consider that behaviour is good and that the school's promotion of good behaviour, together with the provision of counselling and pastoral care, is a strength of the school.
- Students were enthusiastic about representing the school. Students from Year 11 spoke articulately about their pride in the school and Year 9 students recalled some good work carried out by the student council, which they felt should be reintroduced. They are also keen to undertake more external school activities and trips.
- Bullying is almost non-existent; students confirm that staff help them to develop a clear understanding of the different kinds of bullying, although there was very little awareness of cyber bullying. Students express confidence that staff would always address any concerns they might have and are confident that they can always discuss them with the headteacher or form tutors.
- Although attendance is slightly below the national average, most students attend school regularly and punctually and this makes a contribution to their improving achievement.
- Students commented that this is a happy and harmonious school. Older students believe that the level of harmony is partly because of the vertical grouping system in Years 9 to 11, which results in students of different ages working alongside each other, and also because of the continuity of relationships as a result of the federation with the primary school.

### **The leadership and management** requires improvement

- Leadership and management require improvement because, over time, the efforts of leaders

have not improved teaching and learning well enough. The link between the quality of teaching and students' achievement over time is not yet secure. Nevertheless, leaders have started to tackle weaknesses in students' performance and the drive of the headteacher has been instrumental in getting the school to face up to shortcomings in key aspects of its work. For example, the school's data tracking for students in English and mathematics has recently improved significantly and higher expectations have been set for staff and students.

- The headteacher has taken decisive action to improve the leadership of departments where the quality of teaching still requires improvement.
  - The headteacher is aware of the need to put in place a more robust system to set targets for teachers following lesson observations and to hold staff to account in the drive to raise standards. Training opportunities are developing and these are matched to whole-school priorities. The governing body is informed of outcomes related to the management of staff performance, but is not involved in setting targets or in decisions about teachers' salaries.
  - Some subject leaders welcome the improvement programme, which includes the observation of colleagues' lessons, offering help to develop their teaching skills. They are aware of the need to improve communication so that there is more consistent application of school policies across all departments, such as the marking and assessment for learning policy.
  - The school has bought in services from the local authority since joining the maintained sector including the services of a School Improvement Partner. The School Improvement Partner has worked closely with the headteacher to monitor progress and was involved with governors in setting the headteacher's performance targets. The School Improvement Partner believes the school leadership is strong with good capacity to improve.
  - The range of courses that students study requires improvement as not all students receive the full National Curriculum entitlement at Key Stage 3 in ICT and humanities. In addition, the range of subjects offered in the sixth form is not wide enough, with the emphasis on vocational rather than academic study. As part of the whole-school development plan, the headteacher has included additional time for science in the Key Stage 4 curriculum in the next academic year as well as improving access to more academic subjects in the sixth form.
  - Safeguarding arrangements are mainly good and meet requirements. There are safe recruitment procedures and all students feel safe, although there is an acknowledged need to improve the risk assessment procedure for external visits.
  - The extent to which teachers provide for students' social, moral and spiritual development is very good. The spiritual and moral ethos of the school permeates across all activities, not just in religious terms. Students are reflective; they are bright, articulate and demonstrate that they have a very clear understanding of right and wrong.
  - Pupil premium spending has been recorded and the tracking of progress for eligible students is improving, although it has not yet had an impact on the GCSE results. The school has used this funding partly to recruit additional staff to provide individual tuition. It has also been used for additional support to improve student welfare and attendance.
  - At present, the school website is not used well enough to keep parents informed about their children's learning and wider school issues. The headteacher is fully aware of this and there are plans to improve communication through the website in addition to regular email parental updates
  - The overwhelming majority of parents who responded to the on-line questionnaire said they were pleased with the way the school is led and would recommend it to others.
  - All staff believe that the school is a close, happy community with a strong willingness to embrace change and to improve the quality of teaching and learning.
  - **The governance of the school:**
    - Governors have a comprehensive range of skills from education, industry and finance and have supported school leaders in their drive to raise standards across the school. However, governors do not have the detailed knowledge they need to challenge school leaders more effectively, especially relating to the quality of teaching and information on students'
-



achievement. The governing body has undertaken useful monitoring visits and shared the outcomes with school leaders to help drive further improvement. Governors ensure that financial management is on a secure footing, although they do not yet have the skills to support the headteacher in putting in place a performance management system that will ensure that teachers' pay is related to the quality of teaching. In addition, governors have started to ensure that pupil premium funding is used appropriately to support and improve achievement for this group of students, for example through effective extra help in the classroom and access to one-to-one tuition. These strategies are beginning to have a positive impact on students' progress and confidence.

- Governors would benefit from additional training now that the school is part of the maintained sector in order to clarify leadership roles and responsibilities and it is therefore recommended that there be an external review of the governing body.
-



## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its students' needs. This ensures that students are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its students' needs. Students are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its students an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	138143
<b>Local authority</b>	Hackney Learning Trust
<b>Inspection number</b>	408950

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Secondary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Girls
<b>Gender of pupils in the sixth form</b>	Girls
<b>Number of pupils on the school roll</b>	113
<b>Of which, number on roll in sixth form</b>	14
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Hinda Lew
<b>Headteacher</b>	Mrs Helen Freeman
<b>Date of previous school inspection</b>	n/a
<b>Telephone number</b>	0208 800 0022
<b>Fax number</b>	0208 809 7324
<b>Email address</b>	hfreeman@lsgs.hackney.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

