

# Lubavitch Boys' Primary School

Clapton Common, Hackney, London, E5 9AE

**Inspection dates** 22–23 January 2014

<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		Requires improvement 3
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

- The quality of teaching is not yet good.
- Pupils do not make enough progress in some year groups, particularly in reading and writing.
- There are insufficient opportunities for pupils to read to adults, and there is little guidance on how they can improve their reading.
- There are not enough opportunities for pupils to write at length in all subjects, and less able learners do not always have enough time to complete their writing tasks.
- Teachers' marking does not always explain how pupils can improve their work, and pupils are not always encouraged to respond to any comments made on their marking to further their understanding.
- The teaching in some lessons does not always capture pupils' interest and help them to move on with their learning quickly.
- In some lessons, the most able pupils are not sufficiently challenged by their work to help them do well.
- Pupils do not always know their targets in literacy and numeracy, so that they can check for themselves the progress they make towards achieving them.
- In some lessons, pupils chatter and become easily distracted, and this slows down their progress. Some pupils lack understanding of different types of bullying.
- Leaders, managers and governors have made improvements to teaching and achievement, although these are not yet good. Leaders do not always focus closely enough on the progress pupils make when monitoring and evaluating the quality of teaching.
- Governors do not always know about the progress pupils make and the quality of teaching in different year groups to hold senior leaders accountable for the work they do.

### The school has the following strengths

- Pupils enjoy coming to school and feel safe. As a result, their attendance is above average.
- The school promotes pupils' spiritual, moral, social and cultural development well.
- Children in Reception make good progress from their starting points.
- All parents who responded to the online questionnaire (Parent View) said their children feel safe at school and are well looked after.

## Information about this inspection

- The inspector observed seven full lessons and five part lessons, all of which were joint observations with the head of school. The inspector also observed two sessions where teaching assistants were supporting the learning of small groups of pupils. No lessons were observed in the Reception class as it was closed during the inspection.
- Meetings were held with a group of children. The inspector listened to pupils read and discussed their reading with them.
- Discussions were held with the executive headteacher, headteacher, managers, two governors, and representatives from the local authority who support the school.
- The inspector observed the school's work and examined a range of documentation, including the school's own performance information, an analysis of its strengths and areas for development, improvement plans, records of the monitoring of the quality of teaching, minutes of governing body meetings and records relating to attendance, behaviour and safeguarding.
- Children's work was also scrutinised to evaluate their progress, the quality of marking and feedback and the curriculum.
- The inspector took account of 18 responses received from parents to the online questionnaire (Parent View). A short telephone conversation took place with two parents at their request. The inspector also considered five questionnaires completed by staff.

## Inspection team

Avtar Sherri, Lead inspector

Additional Inspector

## Full report

### Information about this school

- This school is smaller than the average-sized primary school.
- This is an all-boys Jewish school, serving orthodox Jewish communities following the customs and traditions of the Hassidic Chabad-Lubavitch movement across London and the Home Counties.
- Children come mainly from a White British background.
- The proportion of pupils from minority ethnic backgrounds is average.
- The proportion of pupils who speak English as an additional language is above average.
- The proportion of children for whom the school receives the pupil premium (in this school, additional government funding for pupils known to be eligible for free school meals) is well below average. Only a very small number of pupils are supported by the pupil premium.
- The proportion of disabled children and those who have special educational needs supported by school action is average; the proportion supported at school action plus or with a statement of special educational needs is also average.
- The school does not currently use any alternative off-site provision for its children.
- The school was originally set up as an independent school serving the orthodox Jewish community in 1959. It became a voluntary aided boys' school in July 2012.
- The school day is split into two; the morning consists of Kodesh lessons to develop pupils' understanding of Jewish life, and the afternoon is spent on the teaching the National Curriculum. The school finishes at 4.20pm to accommodate this approach to teaching.
- The school is federated with Lubavitch Ruth Lunzer girls' primary school and Lubavitch senior girls' school.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

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

- Improve the quality of teaching so that it is good or better to enable pupils to make good progress by ensuring that:
  - teachers' marking of pupils' work always includes guidance on how it can be improved, and that opportunities are provided for pupils to respond to these comments pupils make good gains in their knowledge and understanding and that pupils are always engaged in their learning and make more rapid progress
  - pupils know their literacy and numeracy targets and use them in lessons to check for themselves the progress they make towards achieving them
  - expectations are always high for all groups of pupils, especially the more able pupils so they are given work which challenges them in lessons to help them reach their potential.
- Raise the attainment in reading and writing by ensuring that:
  - all pupils have sufficient opportunities to practise their writing skills in all subjects and are given time to write at length
  - all children are listened to when reading and have clear reading targets to improve their reading skills.
- Improve behaviour and safety by ensuring that:
  - the behaviour policy is consistently applied by all staff and that all incidents of poor behaviour

in the classroom are swiftly dealt with

- pupils are aware of the different forms of bullying and that they have greater opportunities to discuss their views with each other and staff on all aspects of safety.
- Improve leadership and management by ensuring that:
  - leaders and managers are more sharply focused on the progress different groups of pupils make when checking the quality of teaching and giving feedback to teachers
  - governors know how the quality of teaching is linked to the progress of pupils across the year groups to hold senior leaders to account for the impact of their work.

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

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## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils do not make enough progress in some year groups, particularly in their reading and writing. In Key Stage 1, pupils make less progress in Year 1 than in Year 2 because marking is less strong and pupils are not given clear advice on how to improve their work.
- Less pupils reached the required standard for the Year 1 phonics (letters and their sounds) check in 2013 than in schools nationally. Although pupils are starting to make better progress and gaining confidence in reading difficult or unfamiliar words by sounding them out, the current progress in reading is not consistently good in different year groups. Pupils do not always have opportunities to read to adults to enhance their comprehension skills and strengthen their understanding of the meaning behind words.
- Although progress in writing is improving, pupils do not always have opportunities to write at length in different subjects to enhance their writing skills and improve their punctuation, spelling and grammar. Teachers do not always give pupils sufficient time to complete their work, particularly less able pupils, or provide guidance on how to structure or improve their work.
- In Key Stage 2, attainment is broadly average in mathematics and reading. However, attainment is below average in writing and in English grammar, punctuation and spelling. Pupils make better progress in reading, writing and mathematics in Years 3 and 4 than in Years 5 and 6.
- Children enter Reception with levels of development considerably below those typical for their age. Most children are at the early stages of speaking English. Children make at least good progress from their starting points. By the time they leave Reception their levels of development are typical for their age in most areas. However, their skills in communication and language are below the age-related expectations.
- Current school data show that pupil progress is improving in all subjects. There are better monitoring and tracking systems in place, with pupil progress meetings to target individual pupils for support.
- Pupils make better progress in mathematics than in reading and writing. There are good opportunities for them to use their mental skills when working out mathematical problems. For example, in a Years 3 and 4 lesson, pupils had opportunities to come up with different strategies to work out a problem when multiplying a two digit number with a one digit number.
- Disabled pupils and those who have special educational needs make less progress than other pupils in some of the year groups, particularly in Years 5 and 6, because the work they are given does not always match their needs and they do not always have the opportunities to finish their writing tasks.
- Pupils who speak English as an additional language make similar progress to their peers. There are good opportunities for them to develop their speaking and listening in lessons, and bi-lingual staff are effective in providing additional support to help them improve their English quickly. Most pupils are from White British backgrounds, the few from other ethnic backgrounds do as well as their peers. This reflects the school's commitment to promoting equal opportunities.
- Only a very small number of pupils are supported by the pupil premium. Overall, the pupil funding is used well to support the individual pupils.

### The quality of teaching

### requires improvement

- The quality of teaching in Key Stages 1 and 2 requires improvement.
- Expectations of what pupils can achieve are sometimes not high enough. In some lessons, the most able pupils are not provided with work which stretches them and allows them to fulfil their true potential. Sometimes they spend too long doing the same task as the rest of the class, which they find too easy, when they could be quickly moving on to some more challenging work. Some of the less able pupils do not always complete their tasks and sometimes their work is

poorly presented. However, this is not always picked up and commented on by teachers.

- In some lessons, pupils have to wait before they are given tasks to complete; this slows down their learning and they become fidgety and lose concentration. For example, in a Year 1 lesson, children in different groups had to wait for their tasks on writing sentences, whilst the teacher gave out instructions to one of the groups.
- Pupils do not always know what their targets are in reading, writing and mathematics, or make any reference to them in lessons to check for themselves the progress they are making towards achieving them.
- Although there is some good quality marking of pupils' work with guidance on how to improve it, it is not consistently good in all year groups and opportunities are missed to extend pupils' learning. There are few opportunities for pupils to respond to the comments teachers write in their books to enable them to improve their work. As a result, some pupils continue to repeat the same mistakes, particularly with their spellings, grammar and punctuation.
- Teaching is stronger in Reception. Children's learning journals show that children make good progress with their learning. There are good examples of activities, both indoors and outdoors, with adults monitoring and recording the progress children make towards achieving their early learning goals and identifying the next steps in their learning.
- In most lessons, teachers make good use of questioning to engage pupils and test their understanding. Teaching assistants are used effectively to support the learning of less able learners.

### The behaviour and safety of pupils

### require improvement

- The behaviour of pupils requires improvement. Although, mostly, they behave well in lessons, they sometimes chatter, lose concentration and talk in lessons when teachers are talking.
- The school maintains a behaviour log, which shows that bullying, racist behaviour and homophobic behaviour are rare. The school is effective in promoting positive relations and ensuring there is no discrimination. Most of the incidents recorded are related to poor behaviour in the classroom.
- Most parents responding to the online Parent View survey agree that the school makes sure its pupils are well behaved. Two out of five staff responding to the staff questionnaire disagreed that behaviour of pupils is consistently well managed.
- Pupils play well with each other and no incidents of poor behaviour were seen during break times. They enjoy sitting together when having their lunch and there is good supervision to ensure good behaviour. They end their lunch with prayers and all are keen to join in. Pupils are usually careful not to make any mess after finishing their lunch.
- A new behaviour policy is in place and is implemented by teachers and is well understood by pupils. This is contributing significantly towards improving behaviour. Kodesh lessons also make an important contribution in teaching pupils about respect, rights and responsibilities. Pupils' behaviour in these morning lessons is markedly better than in the afternoon lessons because lessons are more structured.
- The school's work to keep pupils safe and secure requires improvement. Although pupils say that bullying is not an issue at the school, most of them have a limited understanding of how to keep themselves safe from the internet and different forms of bullying, for instance cyber bullying.
- Pupils have limited opportunities to discuss their views with each other and staff on all aspects of safety. A few pupils say that some teachers are overly strict and this makes them feel uncomfortable.
- Pupils know about road and fire safety through visits made to the school by emergency services.
- Pupils enjoy coming to school and their attendance is well above average. There are no exclusions and punctuality is not an issue.

**The leadership and management** require improvement

- Senior leaders, including the executive headteacher, have not been effective in ensuring that quality of teaching is good overall. Although they have a clearer picture of the quality of teaching in the school through formal and informal lesson observations, there is not enough focus on the progress different groups of pupils make in lessons. Sometimes too much emphasis is placed on what teachers are doing rather than what pupils are learning.
- Performance management of teachers is in place and is linked to improving the quality of teaching. Although areas for improvement are identified through outcomes of lesson observations, the process is not sharp enough in its link to improving the progress of different groups of pupils. There are currently no teachers paid at the upper pay scale.
- The school is receiving some support to improve the quality of teaching through its federation with Lubavitch girls' school. This has had some impact on improving the quality of planning.
- The school has been through some challenges in placing effective systems in place to monitor and track pupils' progress since its move from an independent school to voluntary aided status. However, better and more accurate assessment procedures are now in place. Pupil progress meetings take place termly to enable teachers to gain a better understanding of the progress their pupils make.
- Middle managers have been involved in joint observations of teaching, including both formal and informal checks on the quality of teaching with feedback to teachers on strengths and areas for development. However, the literacy and numeracy coordinator has left the school most recently and the school is looking to recruit new senior and middle managers with immediate effect.
- The school's self-evaluation is largely accurate and the school's development plan identifies the right priorities to improve the quality of teaching and raise achievement.
- The small amount of pupil premium funding is used well to support the very small number of entitled pupils.
- The school's primary sport funding has helped in increasing the participation rates of pupils in sports activities and team competitions. The school uses sports coaches to keep pupils active and engaged in physical activities.
- The curriculum makes a positive contribution in promoting pupils' spiritual, moral, social and cultural development. Pupils have opportunities to learn about respect, rights and responsibilities in citizenship and Jewish studies. There are good opportunities for pupils to interact and work as a team, for example building a giant Menorah together and kayaking. Pupils study other countries in geography and enjoy all the sporting activities that the school provides.
- The local authority works closely with the school and provides effective support in bringing about improvements, for example in the use of assessment to track pupils' progress and improving the quality of teaching.
- **The governance of the school:**
  - Governors, including the executive headteacher, are committed to school improvement and want pupils to do their best at school. Governors are involved in the performance management of the executive headteacher and contribute to the school development plan. They manage finances and resources effectively and have the appropriate expertise on the finance committee. They know of the very low number of pupils entitled to the pupil premium and how well they are doing. However, governors are less confident using pupils' performance data, including the information on the progress pupils make across the year groups, to hold senior leaders fully accountable for the achievement of pupils and the quality of teaching. They are also not too secure with their understanding of teachers' performance management and how the quality of their teaching is linked to their pay scales. Governors are keen to attend training to update their skills, for example on safeguarding issues. The governing body fulfils its statutory responsibilities, including arrangements for safeguarding.

## 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 pupils' needs. This ensures that pupils 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 pupils' needs. Pupils 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 pupils 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>	138241
<b>Local authority</b>	Hackney
<b>Inspection number</b>	408951

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	109
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hindy Lew
<b>Headteacher</b>	Frieda Sudak (Executive headteacher), Shmuel Karasik (Head of school)
<b>Date of previous school inspection</b>	Not previously inspected
<b>Telephone number</b>	020 8800 1044
<b>Email address</b>	admin@lubavitchschool.com

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