

Inspection of Lubavitch Boys' Primary School

135 Clapton Common, Hackney, London E5 9AE

Inspection dates: 5 and 6 July 2022

Overall effectiveness	Requires improvement
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Requires improvement
Leadership and management	Requires improvement
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

The boys who come to this school enjoy learning here. Parents and carers value the school's ethos and its warm, friendly atmosphere. Pupils talk with eagerness about their learning, especially in mathematics and science.

During assemblies and in personal, social and health education (PSHE) lessons, pupils have learned what bullying means in a range of contexts. They know, for example, that bullying could happen between pupils or through social media. Pupils feel safe in school. Adults usually resolve any friendship issues or bullying incidents effectively. However, some pupils feel that bullying is not dealt with consistently.

Pupils are respectful towards adults and to each other. Pupils behave well in school. They concentrate on their work and do not disturb those around them. Pupils learn a great deal about their own faith through lessons in Jewish studies. However, pupils do not learn much about faiths or cultures that are different from their own.

Leaders have high expectations of all pupils. There is a well-planned curriculum in mathematics and in early reading. This is not the case in all subjects. However, leaders are adapting plans in other subjects so that key learning is identified and builds on prior learning.

What does the school do well and what does it need to do better?

Leaders have designed the curriculum to include Jewish studies in the morning and secular subjects in the afternoon. They have tried to ensure that the curriculum is as broad as the national curriculum. Teachers think about how they can make their lessons enjoyable. For example, in science, pupils made electrical circuits to test out their predictions of how to make the bulb light up. Other subjects, such as history and geography, are at an early stage of development. The order in which important knowledge or skills are taught in these subjects is not always clear. This means that pupils do not routinely understand what they have been taught. Subjects such as music and computing are not taught in any depth.

In some subjects, teachers go back over prior learning and use questioning to ensure that pupils have understood what is being taught. For example, in mathematics, staff teach pupils new skills and knowledge, building on what they have been taught in earlier lessons. For example, pupils in Years 2 and 3 were learning about different four-sided shapes. This information was used in Years 4 and 5, where pupils were learning about three-dimensional shapes. However, the approach of revisiting and building on prior learning is not established in all curriculum subjects.

Leaders have prioritised early reading. They have adopted a well-sequenced programme for teaching phonics. Books and other materials closely match the sounds that pupils are being taught. Teachers quickly assess pupils who have gaps in their knowledge and put additional support in place. While pupils have access to

well-selected books while they are in school, they are not able to take these books home. This means that they do not have enough opportunities to practise reading. Older pupils read a wide range of books. They speak positively about how their teachers help to develop their enjoyment of reading.

The early years curriculum has been well considered. It prepares children well for their future learning. Children learn the sounds that letters represent and how to count accurately. Staff ensure that the children are confident with these basics before moving on. The curriculum is well planned, across all the areas of learning, so that children have a solid foundation for their future studies.

Teachers, in both secular and Jewish studies, motivate pupils to be well behaved and to try hard. Teachers apply the behaviour policy consistently so that learning is rarely disrupted. Pupils take on different responsibilities in school, such as being school council representatives. Leaders take on board pupils' views. For example, pupils have been part of improving provision at playtimes. Their ideas have been used to redecorate the school's reception area. Pupils enjoy and remember a wide range of visits. For example, pupils described what they had learned during a trip to a theme park.

Leaders aim to support all aspects of pupils' wider development. Through the PSHE curriculum, pupils learn about British values and what these mean, both for their own lives and for society more widely. However, some aspects of the provision for personal development are not as well planned, including the breadth of extra-curricular activities on offer. Pupils do not have any meaningful education about faiths, beliefs and cultures that are different from their own. Opportunities for pupils to explore and understand different faiths and cultural diversity are underdeveloped. This reduces the effectiveness of leaders' work to ensure that pupils are prepared well to engage with and appreciate the diversity of modern Britain.

Leaders have a strong knowledge of pupils with special educational needs and/or disabilities (SEND). Leaders support staff to tailor pupils' learning so they can study the same curriculum as others. Pupils with SEND progress well through the curriculum.

Leaders and trustees are committed to improving the school. Trustees have sought out appropriate training so that they are better positioned to support school leaders. Leaders and trustees think carefully about how changes to the school's curriculum might affect staff. Staff value the support that they receive from leaders to manage their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive safeguarding training that is updated regularly, including during staff meetings. They know about different risks to pupils' welfare, and understand what they should do if they have any concerns. Leaders take appropriate action to deal

with any potential safeguarding issues that arise. Leaders and staff know whom in the local authority they would need to contact if they had any concerns.

Pupils feel safe in school. Pupils learn how to keep themselves safe, including when online. They know that they can speak to their teachers if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, leaders have planned the precise skills and knowledge they want pupils to learn. However, this is not always seen in the classroom. The aims of lessons are not always clear and the sequence in which they are taught does not support pupils' learning. Leaders must continue to develop and embed the curriculum plans to ensure that pupils build the knowledge they need.
- Some subjects are at a very early stage of development. Some are not being taught regularly or are not taught in sufficient depth. This affects how well pupils can acquire and deepen their knowledge. Leaders need to implement a curriculum that is ambitious and broad so that pupils are not disadvantaged by a lack of opportunities to learn well in all subjects.
- The curriculum for PSHE is not as broad as it needs to be. Pupils have limited knowledge about cultures and religions that are different from their own. Leaders should ensure that the PSHE curriculum helps pupils to gain an understanding and appreciation of different cultures and religions.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145730
Local authority	Hackney
Inspection number	10241341
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	5 to 11
Gender of pupils	Boys
Number of pupils on the school roll	106
Appropriate authority	Board of trustees
Chair of trust	Hadasa Korner
Headteacher	Judith Nemeth
Website	www.lubavitchjuniorboys.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- Lubavitch Boys' Primary School is an Orthodox Jewish school in the London Borough of Hackney.
- Its predecessor school, Lubavitch Junior School, converted to become an academy in The Lubavitch Multi Academy Trust on 1 April 2018.
- There have been changes to the leadership of the school since 2018. A headteacher was appointed in September 2020.
- The school's curriculum includes kodesh (religious) studies as well as secular (chol) subjects.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.

- The inspectors met with the headteacher and members of staff. The inspectors met with a representative of the local authority and met with members of the board of trustees.
- The inspectors did deep dives in reading, mathematics, science and history. For each of these subjects, inspectors held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work. The inspectors also considered pupils' learning in some other subjects.
- The inspectors spoke with pupils and staff about the school's work to keep pupils safe. They considered safeguarding records, documentation and the school's single central record of staff suitability checks.
- The inspectors spoke with parents informally at the start of the school day. They also considered responses to Ofsted Parent View and the school's surveys of staff and pupils.

Inspection team

Adam Vincent, lead inspector

Her Majesty's Inspector

Mark Smith

Her Majesty's Inspector

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