

# Inspection of Lubavitch House School (Senior Girls)

107-115 Stamford Hill, London N16 5RP

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Inspection dates: 13 and 14 September 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Sixth-form provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

## **What is it like to attend this school?**

Pupils described life at this school as like being part of a family where everyone knows each other. Leaders have established a culture of care that is modelled by adults and practised by pupils.

Pupils are encouraged to be curious about the world, ask questions and express themselves with clarity and confidence. Behaviour is generally calm and allows everyone to learn. Older pupils actively support those in younger classes. They also take responsibility for planning and organising special events, such as staging the annual performance.

Working relationships between staff and pupils are warm and respectful. Instances of bullying are rare. Pupils know that they can report any concerns they may have. Teachers deal with these issues quickly and effectively. This helps to ensure that pupils are kept safe and feel safe.

Pupils enjoy their studies. The curriculum is generally well designed and ambitious. Students in the sixth form can now access a wider range of courses and qualifications. In most subjects, pupils typically increase their understanding effectively. Their teachers have high expectations. However, pupils' learning in a few subjects is not as carefully considered. In these subjects, pupils do not develop deep knowledge over time.

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

In most subjects, the curriculum is well thought out. Leaders have identified the important knowledge that pupils should learn. This is typically well sequenced, so that pupils have regular opportunities to revisit and embed their understanding. As a result, pupils are well prepared for more demanding learning as it builds on the knowledge that has already been taught in earlier years. For example, in English, pupils study a novel with a simple narrative in Year 8. This prepares them well for when they analyse more complex narrative structures in Years 10 and 11.

Pupils' reading is a clear priority. Pupils read often and widely. This helps them to learn about other communities and cultures, and enriches their vocabulary and language use. Pupils who struggle to read are well supported to catch up by well-trained specialist staff.

Teachers check for any gaps in pupils' knowledge. They make adaptations to learning to fill these gaps. This helps to make sure that pupils have a secure understanding of important concepts before moving on to more difficult learning.

However, there are a small number of subjects that have not been as carefully considered. In music and design technology, leaders have not identified the

important ideas that pupils should learn. As a result, pupils do not develop detailed understanding in these subjects over time.

Pupils with special educational needs and/or disabilities access a full curriculum. Teachers and additional adults identify pupils' needs and provide well-focused support. This enables these pupils to keep up with their peers and to build their understanding in different subjects.

Pupils behave well and show enthusiasm in lessons. They are keen to explore and contribute ideas. Occasionally, teachers need to pause and ask pupils to listen. Teachers do not allow learning to be disrupted.

Leaders prepare pupils well for life outside of school and in modern Britain. For example, pupils learn about different types of relationships and how other people live. A range of visitors are used to help pupils understand how to maintain good physical and mental health.

Pupils receive a carefully designed careers programme. They are provided with helpful information about different options for their next stage of education, employment and training. This includes different university and seminary courses.

Since the last inspection, leaders have ensured that students in the sixth form have access to a broader range of subjects and courses. Arrangements, such as work with local schools, contribute well to leaders' work to supplement what is available on site. Sixth-form students act as role models for their peers in the rest of the school. They frequently take the opportunity to lead a range of activities, both inside and outside of school.

Leaders have provided appropriate training in most areas of the curriculum. As a result, teachers generally have strong and up-to-date subject knowledge. Staff enjoy working at the school and appreciate how leaders support them to manage their workload.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have ensured staff are well trained. As a result, they understand how to report concerns and do so quickly. The safeguarding leads work closely with the local authority, local schools, health agencies and families to ensure that the right support is in place for those who need it.

The curriculum has been designed to help pupils understand how to stay safe. For example, they learn about how to stay safe online.

Leaders and trustees have ensured that all the required pre-employment checks on adults have been carried out correctly.

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

### (Information for the school and appropriate authority)

- Leaders have not considered the curriculum in music and design and technology in as much depth as other subjects. As a result, pupils do not develop a detailed knowledge and understanding in these subjects. Leaders should identify the important ideas and concepts that pupils need to learn. These should be sequenced carefully so that pupils are able to learn and remember more over time.

## 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.

## 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

<b>Unique reference number</b>	145609
<b>Local authority</b>	Hackney
<b>Inspection number</b>	10226871
<b>Type of school</b>	Secondary Comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Girls
<b>Gender of pupils in sixth-form provision</b>	Girls
<b>Number of pupils on the school roll</b>	124
<b>Of which, number on roll in the sixth form</b>	27
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Hadasa Korner
<b>Headteacher</b>	Helen Freeman
<b>Website</b>	<a href="http://www.lubavitchseniorgirls.com">www.lubavitchseniorgirls.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Lubavitch House School (Senior Girls) is much smaller than the average-sized secondary school.
- The school does not use alternative provision.
- The school is part of The Lubavitch Multi-Academy Trust which was formed in 2018 and includes two local primary schools.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

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

- This was the first routine inspection that the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspection team completed deep dives in these subjects: English, mathematics, history and art. To do this, they discussed the curriculum with subject leaders, visited lessons, had discussions with staff and pupils, and looked at samples of pupils' work.
- Inspectors also considered the curriculum in modern foreign languages, science and computing.
- Inspectors scrutinised a range of documents, including leaders' evaluation of the school and priorities for improvement.
- Inspectors met with senior leaders, a selection of subject leaders, teachers, and the safeguarding and attendance officers.
- Inspectors met with three members of the board of trustees, including the chair and vice-chair of the trust. Discussions were also held with the executive headteacher and the school improvement partner from the local authority.
- The inspection team reviewed the arrangements for safeguarding by scrutinising records and through discussions with staff and pupils.
- The views of pupils, parents and staff were considered through discussions and looking at information collected from Ofsted's surveys.

## Inspection team

Una Buckley, lead inspector

His Majesty's Inspector

Yvonne Chisholm

Ofsted Inspector

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