

Inspection of a good school: Lubavitch Girls Primary School

107-115 Stamford Hill, London N16 5RP

Inspection date:

21 September 2022

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils who attend this school enjoy learning. They are enthusiastic in lessons and keenly talked about the experiences they like about the school. Interactions between staff and pupils are positive. Pupils are safe and secure in this happy environment.

Pupils demonstrate good behaviour. Their motivation in class is high. Pupils respond favourably to staff's high expectations. They are polite and respectful.

Pupils know about different types of bullying. When incidents of bullying occur, staff deal with these effectively.

Leaders have not identified clear end goals for all subjects across the curriculum. The curriculum is well developed and realised in mathematics and reading. Leaders have made recent adaptations to some curricular thinking to ensure pupils learn key knowledge in a well-sequenced way. However, this is not the case in all subjects.

Leaders provide pupils with opportunities to visit places of interest linked to their learning. For example, pupils in Year 5 visited the Science Museum when studying magnets and forces.

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

Teachers ensure that pupils learn and understand key knowledge and skills well in some subjects. This is most secure in mathematics where the curriculum is well sequenced and enables pupils to revisit and remember what they have learned. Teachers check pupils' understanding and address misconceptions swiftly. This approach is not as consistent across all subjects. In subjects such as geography and history, pupils do not cover key knowledge deeply. In music and computing, pupils are not provided with well-sequenced

learning experiences to help them build up their knowledge and skills securely. Leaders are in the early stages of taking steps to address this.

Staff identify the needs of pupils with special educational needs and/or disabilities (SEND) effectively. They provide appropriate support and adapt the curriculum to enable pupils with SEND to access the same learning as their peers.

Teachers check what pupils know in mathematics and reading, and use the information to plan further learning. In other subjects, checks on what pupils can recall are used less routinely to identify any gaps in pupils' learning.

Leaders prioritise reading. They ensure that staff deliver the phonics programme in a structured way. Staff are well trained in delivering the programme. Children in the Nursery begin exploring sounds early, including through using musical instruments. Leaders use careful tracking to identify any pupils who may be falling behind their peers. Staff help these pupils to catch up with learning the phonics sounds they need to know. Books are well matched to pupils' knowledge of sounds. Pupils enjoy reading.

Pupils follow routines consistently in class and around the school. Learning goes uninterrupted in class.

Pupils learn about British values, including through the personal, social and health education (PSHE) curriculum. They explore how this relate to their own lives and experiences. Leaders have planned opportunities for pupils to learn about faiths, beliefs and cultures other than their own. However, pupils' knowledge is superficial, and they are not confident in talking about faiths other than their own.

Actions taken by senior leaders have not had enough time to ensure their full effect and impact. Staff appreciate working with colleagues from other schools in the trust. They speak positively about the support they receive. Staff felt that their workload is manageable.

Safeguarding

The arrangements for safeguarding are effective.

Leaders carefully consider the needs of pupils and their families. They proactively try to provide help to families where possible. Leaders access external support when needed and they are tenacious in following up referrals made to the local authority.

Trustees and leaders fulfil their statutory duties in ensuring safeguarding training is up to date. Staff know the school's processes for recording and reporting any concerns they may have.

Pupils are safe in school. However, they lack suitable knowledge about how to stay safe online when using computers and other devices. This is because it is not adequately taught in school.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Leaders do not identify the sequence of knowledge and skills they want pupils to learn in some subjects. As a result, pupils' subject-specific knowledge is not secure in these subjects. Leaders must ensure that the curriculum is consistently and securely developed in all subjects so that pupils develop a deep body of knowledge that prepares them for their next stage of learning.
- The PSHE curriculum is not well planned. It limits what pupils learn about other religions, beliefs and cultures. Leaders must provide pupils with meaningful opportunities and experiences to deepen their knowledge and understanding of faiths and cultures different from their own.
- Pupils lack suitable knowledge of how to stay safe online when using computers and other devices. Leaders must plan opportunities within the curriculum to enable pupils to recognise potential online risks. They must ensure that pupils know the possible risks to their safety when using technology.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the predecessor school, Lubavitch Ruth Lunzer Girls Primary School, to be good in June 2013.

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

Unique reference number	145610
Local authority	Hackney
Inspection number	10213884
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	4 to 11
Gender of pupils	Girls
Number of pupils on the school roll	122
Appropriate authority	Board of trustees
Chair of trust	Hadasa Korner
Executive Headteacher and Chief Executive Officer	Judith Nemeth
Website	www.lubavitchgirlsprimaryschool.org
Date of previous inspection	Not previously inspected

Information about this school

- Lubavitch Girls Primary School is an Orthodox Jewish School in the London Borough of Hackney.
- Its predecessor school, Lubavitch Ruth Lunzer Girls Primary School, converted to become an academy in The Lubavitch Multi Academy Trust on 5 April 2018.
- There have been changes in the leadership of the school since 2018. The executive headteacher was appointed in April 2021.
- The school's curriculum includes kodesh (religious) studies as well as secular (chol) subjects. Leaders have organised the school day and curriculum to include the teaching of Jewish studies in the morning and secular subjects in the afternoon.
- The school does not use any alternative provision.

Information about this inspection

- This was the first routine inspection the school had 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.

- Inspectors met with the chair of the board of trustees, the executive headteacher, senior leaders, a range of staff and a local authority representative.
- Inspectors carried out deep dives in reading, mathematics and geography. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum in other subjects, including history, computing and music.
- Inspectors considered information provided about safeguarding arrangements. They scrutinised safeguarding records and the single central record. Inspectors also reviewed procedures and processes by talking to leaders and staff, and through discussions with pupils.
- Inspectors considered the views of parents, pupils and staff, including through Ofsted's online surveys.

Inspection team

Lascelles Haughton, lead inspector

His Majesty's Inspector

David Thomas Hatchett

Ofsted Inspector

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