Inspection of Lubavitch Boys' Primary School

135 Clapton Common, Hackney, London E5 9AE

Inspection dates:	18 and 19 March 2025
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Early years provision	**Good**
Previous inspection grade	Requires improvement

The headteacher of this school is Yehudah Leib Kohn. This school is part of The Lubavitch Multi-Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Judith Nemeth, and overseen by a board of trustees, chaired by Hadasa Korer.

What is it like to attend this school?

The school provides a warm and nurturing environment that supports the well-being of its pupils. Pupils are very happy to come to school each day. Parents and carers strongly recommend the school. They feel that their children are thriving here, and they appreciate the care that the school provides.

The school has high expectations for pupils' achievement. The academic curriculum is carefully designed to support pupils to learn well in a wide range of subjects. The school has taken effective action to raise academic standards and ensure that pupils achieve well overall. Pupils' growing understanding of subject content is clear in the work that they produce. This is also true for those pupils who may be disadvantaged.

Pupils have the opportunity to take on a leadership role within the school. Examples include becoming sport captains and joining the student council. Pupils also value the opportunity to take part in regular school talent shows. Pupils learn the importance of caring for and helping others, and their actions demonstrate this. This work helps pupils to develop into responsible citizens

Pupils are safe and they feel well looked after at the school. Pupils' behaviour is very positive. This helps to ensure that the school is a happy environment, where pupils can focus on their learning.

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

The school has undertaken a number of important steps to further develop the academic curriculum. Leaderships' actions have focused sharply on improving pupils' achievement, especially as the school's published outcomes were low last year. The curriculum now sequences pupils' learning well from the beginning of the early years to the end of Year 6. This means that pupils are able to build up deep knowledge in many subjects. However, in some other subjects, work on the curriculum is at the earlier stages of development. Expectations for what pupils should learn, as well as when and how they should learn it, are being devised. The school is also working out how it will check that the quality of pupils' learning across the curriculum securely matches its vision. Consequently, the school does not promote pupils' learning in these subjects as well as it is does in others.

For most subjects, teaching uses well-chosen methods to check how well pupils learn. This allows staff to identify and fill gaps in pupils' knowledge. The school provides guidance to staff to ensure that they have the expertise to use checks on pupils' learning effectively.

The school has put in place an effective early reading and phonics curriculum that supports pupils to quickly learn to read. The teaching of this starts immediately at the beginning of the Reception Year. Checks on pupils' phonics knowledge are used to identify any gaps in understanding, and these are swiftly filled. The school has also put in place well-considered extra help so that pupils who fall behind catch up quickly. Some pupils have developed a real love of reading. This is because staff share their favourite stories

with them and introduce pupils to high-quality texts that inspire them. However, some other pupils are less keen to read widely in order to build their reading skills. This is because the school has not securely established a culture of reading for pleasure across the school.

Pupils with special educational needs and/or disabilities (SEND) receive targeted and well-planned support. Their needs are quickly identified. The school carefully checks that extra teaching has the intended impact on pupils' development. Staff receive the guidance that they need to successfully support pupils with SEND to learn the curriculum.

Pupils behave well around the school and in lessons. This supports their learning of the curriculum. They develop these positive behaviours from the beginning of the early years. Pupils' attendance is high. When attendance does drop, the school quickly follows this up. Its strong relationships with families enables the school to put in place successful support.

The school places a high value on promoting pupils' personal development. Pupils access a wide range of clubs, from baking to juggling. Pupils also take part in a range of educational visits. These have included visiting the docklands and an overnight trip with adventurous activities. The school puts great thought into selecting educational outings that will enhance the academic curriculum and develop pupils' character.

From the Reception Year onwards, the school ensures that pupils learn a suitable personal, social and health education curriculum. Pupils learn how to keep themselves mentally and physically healthy and how to stay safe online. Pupils have a strong understanding of fundamental British values and are supported to develop their awareness of different cultures. They are prepared effectively for life in modern Britain.

The trust provides effective support to help the school improve further. For example, its three schools work together well to share practice, and in turn, enhance pupils' learning. The school pays careful attention to staff well-being. Staff are supported to be successful in their roles. They enjoy working at the school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school does not fully support some pupils to develop a strong love of reading. This means that they do not routinely read for pleasure in order to support their reading development. The school should continue to develop and refine its approaches for inspiring a love of reading in pupils.
- The school's curriculum thinking in some subjects is at an earlier stage of development than it is in others. This means that, at times, teaching is not underpinned by clear

expectations for pupils' learning, including what important content should be taught and when. As a result, pupils' knowledge and understanding in these subjects is not as deep and thorough as it is in other curriculum areas. The school should continue to develop the curriculum for those subjects, including setting out when the learning will take place and how it will ensure and assure that the quality of this learning matches the school's aims.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	145730
Local authority	Hackney
Inspection number	10346063
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	99
Appropriate authority	Board of trustees
Chair of trust	Hadasa Korer
CEO of the trust	Judith Nemeth
Headteacher	Jonathan Kohn (also known as Yehudah Leib Kohn)
Website	https://lubavitchjuniorboys.co.uk
Dates of previous inspection	5 and 6 July 2022, under section 5 of the Education Act 2005

Information about this school

- The school has appointed a new headteacher since the last inspection.
- The school uses no alternative provision.
- Lubavitch Boys' Primary School is an Orthodox Jewish school in the London Borough of Hackney. Its last section 48 inspection took place in May 2023.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the CEO, the trustees, the headteacher, other senior members of staff and representatives from the trust.
- Inspectors carried out deep dives in these subjects: computing, early reading, history and mathematics. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors considered the views of parents shared through Ofsted's online survey, Ofsted Parent View, including the free-text comments. Inspectors gathered the views of pupils and staff through Ofsted's online pupil and staff surveys, as well as through discussions conducted throughout the inspection.

Inspection team

Luke Stubbles, lead inspector	His Majesty's Inspector
David Bryant	Ofsted Inspector

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