

# Lubavitch Ruth Lunzer Girls' Primary School

## Inspection report

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<b>Unique Reference Number</b>	134639
<b>Local Authority</b>	Hackney
<b>Inspection number</b>	341486
<b>Inspection dates</b>	4–5 November 2009
<b>Reporting inspector</b>	Madeleine Gerard

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

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<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	146
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs H Lew
<b>Headteacher</b>	Mrs F Sudak
<b>Date of previous school inspection</b>	2 September 2006
<b>School address</b>	107'115 Stamford Hill London N16 5RP
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors visited eight lessons, and held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at pupils' work in books, reports from advisors working with the school, the school's development plan for raising pupils' attainment, tracking data showing the progress pupils are making and the standards they reach, and 54 responses to the questionnaire sent to parents.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- pupils' recent attainment and rates of progress through the school
- the use the school makes of assessment information to match teaching and the curriculum to all pupils' needs
- the effectiveness of leaders and managers in ensuring that all pupils reach high enough standards for their abilities.

## Information about the school

Lubavitch Ruth Lunzer is a smaller than average primary school. All pupils are from Orthodox Jewish background. Kodesh religious studies are taught in the morning and secular subjects are taught in the afternoon. The proportion of pupils from minority ethnic groups is above average and the proportion of pupils learning English as an additional language is much higher than average, though few are at an early stage of learning English. The proportion of pupils with special educational needs and/or disabilities is lower than average. The majority of these pupils struggle with basic literacy and numeracy. Many pupils travel to the school from a wide geographical area across London and beyond. The community Nursery and the Children's Centre, which share the school site, are subject to a separate inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Lubavitch Ruth Lunzer Girls' Primary is a satisfactory school. The school's strengths include the Early Years Foundation Stage, the personal development of the pupils, their welfare and the curriculum. Pupils enjoy coming to school as their high attendance reflects. The overwhelming majority of parents are confident that their children enjoy school. As one parent typically explained, 'My child comes home bouncy and happy and seems content with how the day went.' The Lubavitch ethos permeates the school. It has a caring atmosphere within which pupils develop into confident and responsible individuals. Pupils are friendly and polite. Fund raising, involvement in charity projects and very close links with the community synagogue help pupils to make a good contribution to the local community. This supports their excellent spiritual development. Children make good progress in the Early Years Foundation Stage so that many reach the goals expected for their age by the start of Year 1. The good balance between activities for children to choose for themselves and tasks led by adults helps children to develop their social skills and confidence well. Progress through the rest of the school is satisfactory and attainment is average. In recent years, the school's results in national tests at the end of Year 6 have risen, although they remain broadly average. All groups of pupils make similar progress.

The curriculum ensures pupils have a wide range of interesting work to do. Themed events, such as the Geography Fair, are well planned and contribute to pupils' good cultural development. Kodesh studies foster pupils' outstanding spiritual, moral and social development and successfully emphasise equality and respect for differences. Creative work, including the Year 6 Lubavitch Voices project, helps pupils to value diverse experiences through finding out about the lives of others within their community. Teaching is satisfactory overall. Although there is some good teaching, it is not consistent enough to ensure all pupils learn well and make good progress. Good systems to track pupils' progress help the school to check how well pupils are doing and provide additional support where needed. However, teachers are not using such assessment information well enough to ensure that pupils are always set suitably challenging tasks. Consequently, expectations about what the pupils can do are not always high enough, particularly for more-able pupils, and the pace of learning is not as swift as it should be. The quality of marking in pupils' books is uneven. Some marking suggests how pupils can improve their work but this is not consistently the case across classes and subjects. There is some useful target setting, particularly for older pupils in literacy, but pupils are less clear about what they should do to move up to the next level in their work in mathematics.

All staff work well together as a team. Pastoral care is strong and all pupils, including

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those with complex needs, are cared for well. Appropriate action has been taken by the school's leaders to increase pupils' opportunities to take on responsibilities in school. The school council is rightly proud of the clubs the school has introduced as a result of their suggestions.

The school has a satisfactory understanding of its performance as a result of generally accurate self-evaluation. Monitoring is helping to identify areas for development in provision, although this has not yet secured sustained improvement in the quality of teaching overall. Increased support for pupils who are working below the expected levels for their age has been established, although it has not been in place long enough to show its effectiveness in raising attainment further. As a result, the school's capacity for sustained improvement is satisfactory.

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

- Raise attainment and rates of learning by ensuring teachers have a shared understanding of the pace, challenge and expectation required to ensure all pupils make consistently good progress in lessons.
- Use information from assessments and marking to plan work consistently well matched to pupils' needs and ensure they know their targets and how to improve their work.

### **Outcomes for individuals and groups of pupils**

**3**

Pupils' achievement and enjoyment are satisfactory overall. Attainment at the end of Year 6 is broadly average. The school's own tracking data and work in pupils' books show that attainment is generally average across classes. Rates of progress across the school as a whole are satisfactory. Observations show that in some classes, pupils are learning and progressing well but this is not consistent. Pupils enjoy opportunities to discuss their learning in pairs and small groups. This supports their extremely good social skills. Pupils who struggle with basic literacy and numeracy, pupils learning English as an additional language and those who need extra help with their learning are well supported and make satisfactory progress.

Pupils are well motivated and have positive attitudes to learning. Behaviour in lessons and around the school is good. Pupils have a good awareness of how to keep themselves fit and healthy. One pupil commented, 'I enjoy that we have a school pool so that we can go swimming regularly.' Their awareness of how to keep themselves safe is good and they are confident that adults will take action to help them should any problems occur. Pupils are keen to take on responsibility within the school community. The school council meets regularly. Older pupils help to ensure assemblies run smoothly and organise charity fund raising events. Pupils' satisfactory attainment and good personal development, outstanding spiritual, moral and social development, their consistently high attendance and satisfactory achievement prepare them well for the next stage in their education.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Teachers use computers well to support learning and generally provide clear explanations to demonstrate specifically what pupils have to do. However, when pupils spend too long listening to the teacher or when those who finish tasks swiftly spend time waiting for the rest of the class to finish, the pace of learning drops and their learning and progress slows. The data gathered from assessments are not always used to ensure all pupils are doing as well as they can. Although in most classes there is quite a wide range of ability, planning does not always ensure that work is suitably challenging for all pupils, particularly for those who find learning easy. The quality of marking and target setting is uneven across subjects because it does not always make clear to pupils what the next steps are in their learning.

The well-organised curriculum is broad and balanced and supports pupils' personal development particularly well. All pupils learn Hebrew and in Years 4 to 6 they learn Yiddish. Links are developing between subjects. For example, pupils in Year 3 were practising finding key facts in texts by studying the lives of whales. In Kodesh studies, pupils regularly write in English. Nevertheless, because this work is not consistently

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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marked, opportunities to support pupils in improving their English writing are missed. Similar opportunities for pupils to use their numeracy skills across a range of subjects are less systematically in place. There are many visits to local places of interest and a day visit to Amsterdam for pupils in Year 6. Clubs and workshops, including sewing, music and art, are particularly popular. Visitors to the school bring the curriculum to life. For example, pupils enjoyed meeting bee-keepers and learning about bees and honey production as part of a project on healthy food and the environment.

Pastoral support is good and contributes to pupils' self-assurance and security. Relationships are positive. Arrangements for safeguarding pupils' health, safety and well-being are good and members of staff are well trained. As a result, pupils feel happy, safe and well cared for. Transition arrangements are good. Detailed records of how children have progressed in the Early Years Foundation Stage are shared with teachers in Year 1 when children move up into Key Stage 1. Good partnership with the girls' senior school that is on the same site helps pupils to prepare for transition to secondary school. Good links with multiple agencies support pupils with complex needs. Leaders have been particularly successful in promoting very regular attendance and good punctuality.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and the deputy headteacher work together as an effective team. Leaders, staff and the governing body have a shared vision for the school that puts the pupils and Lubavitch traditions at the centre of all the school's work. Leaders drive improvement and embed ambition soundly. The school's procedures for monitoring teaching and learning are not always as effective as they should be in order to bring about swift improvements. Leaders have established strong links with multiple agencies to support pupils with complex needs and all groups of pupils are well included in all aspects of the school's Kodesh religious studies and the secular curriculum so that equality is promoted and discrimination tackled effectively. The supportive governing body works effectively with the school's leaders to ensure that safeguarding procedures are good. Governors and senior staff are aware of the need to extend the school's work in promoting community cohesion and are exploring approaches to this in partnership with other schools and parents. Pupils' awareness of themselves as part of their school and local community is strong. However, their awareness of those who live in

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communities other than their own in Great Britain and globally is more limited.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

Children join the school with a range of skills and capabilities but these are generally below the levels expected nationally, particularly in communication, language and literacy. Outcomes by the end of the Early Years Foundation Stage are good. Personal, social and emotional development is particularly strong although reading and writing skills are weaker. Children get off to a good start and settle quickly because induction arrangements are good. They include close links with the community nursery and an emphasis on strong partnership with parents: for example, regular newsletters ensure parents are informed about what their children are doing in class and how they can support their learning at home; and Mitzvah notes displayed on the walls are written by parents to record children's successes at home. Children's personal, social and emotional development is a priority. Children form positive relationships with adults and other children, and learn to take turns, share equipment and work well together. Children develop their literacy skills through learning to read and write in Hebrew as well as in English in the Early Years Foundation Stage. Their knowledge of the natural world is fostered well through growing plants and visits to the local area. There are good links between Kodesh studies and other subjects. For example, through studying the six days of creation children learn about animals and birds. The indoor space is used well to promote children's learning. However, access to the outside area is restricted and the range of outdoor activities does not always offer children opportunities to develop their



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skills in all six areas of learning. The Early Years Foundation Stage is well led and managed.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

### **Views of parents and carers**

The overwhelming majority of parents and carers responding to the survey are happy with their children's experience of school and are confident that the school prepares their children well for the future. A small minority expressed concern about how well they are kept informed about their children's progress and that the school could do more to take account of their views. The inspection found that the governing body acknowledges the school could do more to communicate with and consult parents and has clear plans to involve them more in developing the school.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Lubavitch Ruth Lunzer Girls' Primary School to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 54 completed questionnaires by the end of the on-site inspection. In total, there are 146 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	35	65	16	30	1	2	0	0
The school keeps my child safe	36	67	16	30	0	0	1	2
The school informs me about my child's progress	26	48	22	41	3	6	1	2
My child is making enough progress at this school	31	57	19	35	3	6	0	0
The teaching is good at this school	38	70	13	24	1	2	0	0
The school helps me to support my child's learning	35	65	15	28	1	2	0	0
The school helps my child to have a healthy lifestyle	40	74	9	17	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	30	56	18	33	1	2	0	0
The school meets my child's particular needs	32	59	18	33	2	4	0	0
The school deals effectively with unacceptable behaviour	23	43	24	44	4	7	0	0
The school takes account of my suggestions and concerns	29	54	18	33	2	4	2	4
The school is led and managed effectively	25	46	22	41	3	6	1	2
Overall, I am happy with my child's experience at this school	39	72	14	26	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



6 November 2009

Dear Pupils

Inspection of Lubavitch Ruth Lunzer Girls' Primary School, London N16 5RP

Thank you for your friendly welcome and for helping us when we visited your school recently. We enjoyed our visit very much and were pleased to see all the work you have been doing about the start of the Jewish New Year.

Lubavitch Ruth Lunzer Girls' Primary is a satisfactory school. These are some of its good points.

- You are happy at school, enjoy coming and attend very regularly.
- Your parents like the school, too.
- You behave well and get along well with each other.
- You have good personal skills and your spiritual development is outstanding.
- The youngest children get off to a good start in Nursery and Reception.
- By the end of Year 6 standards are average, but they could be higher.
- Those of you who find learning difficult get additional help so that you can keep up.
- You like swimming, have a good understanding of how to lead healthy lives and know how to keep safe.

To make the school even better, we have asked the teachers to use the information the school collects about your standards of work to plan work that is just the right level of difficulty for you. You can help by continuing to attend school very regularly and telling the teachers if the work is too easy or too hard for you. We have also asked the school to make sure you know what to do to move up to the next level in your work and that when teachers mark your work, they give you a clear idea about how to make it even better.

Thank you again for your help and best wishes in the future.

Yours sincerely

Madeleine Gerard

Additional inspector

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