

Lubavitch Ruth Lunzer Girls Primary School

Inspection report

Local authority	Hackney
Inspected under the auspices of	Pikuach
Inspection dates	18 th and 27 th June 2013
Reporting inspector	Rabbi Yaakov Heimann

This inspection of the school was carried out under section 48 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 – 11
Gender of pupils	Girls
Number on roll	150
Appropriate authority	The Governing Body
Chair of Governors	Mrs H Lew
Headteacher	Mrs F Sudak
Date of previous school inspection	4 - 5 November 2009
School address	The Wohl Campus 105 – 117 Stamford Hill London N16 5RP
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Lubavitch Girls Primary School – Pikuach Inspection

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Introduction

Inspection team:

R' Yaakov Heimann
Rena Lichtenstein

This inspection was carried out by two inspectors, over two days, with the first day coinciding with Ofsted (Section5) inspection.

They visited 16 lessons, observed *davening* (prayers) in most classes, as well as Key Stage 2 *benching* (daily act of worship).

Inspectors looked at a range of documents including the school's self-evaluation form, policies, curriculum, as well as children's written work.

One inspector met with parents/carers, governors, and had a discussion with Her Majesty's Inspectors who carried the Section 5 Inspection.

In addition, they scrutinised the school's curriculum and documentation and samples of pupils' written work, and analysed 27 questionnaire responses from parents/carers.

The inspection team also focused on the areas highlighted for improvement in the previous *Pikuach* Inspection report:

- 1) Improve the quality of teaching by ensuring the best practice becomes uniform throughout the school.
- 2) Improve the quality of assessment procedures by producing level descriptors for all subjects in the *Kodesh* curriculum.

Information about the school

Lubavitch Ruth Lunzer Girls Primary School is a strictly Orthodox single-form entry voluntary-aided school. It was established in 1959 and achieved voluntary-aided status in 2004. The school occupies a large modern building in the heart of Stamford Hill *Kehillah* (community).

There are currently 150 girls on roll. Some pupils live locally and it attracts pupils from Golders Green, Hendon and further afield.

50% of the curriculum is devoted to *Limmudei Kodesh*. The school aims to achieve a high standard in both Jewish and secular education and to instil in its pupils a firm foundation which will prepare them for a life of religious observance and *chasidus*.

At the end of Key Stage 2, many pupils transfer to Lubavitch Girls High School and some transfer to Hasmonian High School and Beth Jacob Grammar School.

Inspection judgements

Overall effectiveness	2
The achievement in their Jewish Education	2
The quality of teaching and assessment	2
The extent to which the Jewish Education curriculum meets pupils' needs	1
The extent of pupils' spiritual, moral, social and cultural development, including the duty to fulfill the daily act of collective worship	1
The effectiveness of leadership and management of Jewish Education, including through partnerships	1

Overall effectiveness: the quality of Jewish education provided in the school

Grade: 2

Lubavitch Ruth Lunzer Girls Primary School is a good school, with some outstanding aspects. Pupils' behaviour is excellent, demonstrating that they find the *Kodesh* lessons interesting and relevant. Whenever possible, the learning is linked to their everyday lives. Achievements are good and generally pupils make very good progress. Pupils with special educational needs (SEND) are included and given opportunities to shine. The enhanced curriculum is outstanding, in particular the *Yom Tov* curriculum.

The school is to be commended for their work and efforts to address the areas identified for improvement at the previous inspection, yet more work is required to fully address all of these areas. Assessment is used to inform teaching and the school is developing more robust tracking systems.

Levelling for *Kriyoh* (Hebrew reading), script writing and *Chumash* have been introduced. Work is still required to further develop the levelling to enable tracking of progress accurately. This will ensure that the linked assessments outcomes give clear and accurate levels and evidence of achievement. The levelling also needs to be extended to other areas of the curriculum.

The Leadership is outstanding. The *Kodesh* coordinator is well supported by the

Head Teacher and Deputy Head Teacher, who share a joint vision of *Limudei Kodesh* not only as a subject but as a way of life, informing every aspect of pupil behaviour and development. Much effort has been put in to finding appropriate resources. The *Kodesh* coordinator has examined best practice in other similar schools internationally and is incorporating this into their curriculum development. Systems are in place not only for observation and feedback by management, but also for peer observation.

What does the school need to do to improve further?

- Continue with Teacher Training to ensure that good practice becomes uniform throughout the school.
- Continue to improve the level descriptors and the quality of assessment and extend this to other areas of the curriculum.
- SEND (special educational needs and disabilities) provision:
 - a) Training for learning support assistants (LSAs) and teachers.
 - b) Individual Education Plans (IEPs) need to be smarter in terms of outcome measures and strategies.

Achievements of Pupils at the school:

Grade: 2

Achievements are overall good with many pupils making outstanding progress.

The outcomes of the new policies, for example *Chumash*, and curriculums are evident particularly in the achievements of pupils in younger classes. If this is continued, it will in time filter through to the rest of the school.

The Lubavitch Senior (secondary) school informed an inspector that the standard of learning of the pupils entering their school has much improved over the past few years.

Selected pupils from Year 2 and Year 6 were tested. Achievements of the average and high achievers were outstanding. In Year 2, some pupils were able to read and translate an unseen *Possuk* (verse), with common words, independently. Similarly in Year 6, most pupils were able to read, translate and explain a *Possuk of Chumash* and a *Rashi* which had not been taught, with minimal support.

The quality of teaching and learning in the school:

Grade: 2

The inspectors concur that the school's own lesson observations and grading of the quality of teaching and learning is overall good, with some outstanding examples. Teachers exploit every opportunity to highlight good *middos* (character traits), and

they have a good rapport with their pupils. They are extremely secure in their subject knowledge and are outstanding role models for pupils to emulate. They exude a warmth and love of *Torah* and *chasidus*, which inspires the pupils.

The quality of teaching and learning varied, with a small minority of lessons which were judged as 'requiring improvement', while most were judged as 'good', and a few lessons were judged as 'outstanding'.

In the previous *Pikuach* inspection, an area for development was to 'improve the quality of teaching by ensuring the best practice becomes uniform throughout the school'.

The weekly *Kodesh* staff meetings, led by the *Kodesh* Co-ordinator, are also CPD (Continuous Professional Development) focusing on raising the quality of teaching. Noticeable progress has been made since the last inspection, and this remains an area for development.

An example of an outstanding lesson was a *Chumash* lesson, in which there was active learning; pupils received feedback during the lesson, and effective and engaging teaching methods were used, including making use of the interactive whiteboard. Pupils learnt longer phrases in lieu of individual words. There was also evidence of differentiation.

The levelling which has been introduced so far has raised standards of learning.

The Early Years Foundation stage covers the areas of learning and has outdoor learning and play. They have planted carrots and figs, and play with outdoor musical instruments.

Staff were observed dealing effectively with separation issues. They have effective assessment through the use of an iPad and special software.

The school has assessment records for *Kriyoh* (Hebrew reading) and script writing. The *Yom Tov* work is also assessed through the exhibitions.

Informal assessments also take place in some classes, and one pupil commented to the inspector at playtime: "It's fun to answer questions."

The samples of exercise books demonstrate that many pupils take pride in their written work and some very neat and tidy work was observed. In most classes books were marked. In Key Stage 1, some books were marked with constructive feedback to each pupil about how they could improve their work. In general, however, teachers' comments are limited to praise such as 'well done' and 'good work' or the like. It would be of value for all pupils to receive appropriate feedback linking to the Learning Objective of that lesson.

Quality of leadership and management and governance of the school

Grade: 1

The quality of leadership and management in relation to *Limmudei Kodesh* is outstanding.

The Head Teacher drives the school forward. She is well supported by the Deputy Head Teacher, and more recently, the appointed *Kodesh* Co-ordinator. The latter has worked on number of areas, such as raising the quality of teaching and learning through effective CPD (Continuous professional Development) and lesson observations with feedback, and also a scrutiny of pupils' work. At present, most of the feedback is verbal.

The *Kodesh* coordinator has also introduced levelling, expanded the assessments, and also enhanced the curriculum, which is now outstanding.

Evidence gained during the current inspection confirms that there is a shared vision of the school, and the *Kodesh* Co-ordinator is well supported by the Head Teacher and Deputy Head teacher.

The governors are very supportive and have a clear vision for the school. There are link *Kodesh* governors who are actively involved, including observing lessons.

The analysis of questionnaire responses from parents and carers indicate that the majority of parents are extremely supportive of the school, although a significant minority disagreed that the school encourages families to play an active part in the school's Jewish life and that the school provides a good range of Jewish extra-curricular activities.

The school also conducts their own surveys to ensure they know what they are doing well and which areas require improvement.

Quality of the Jewish curriculum

Grade: 1

The quality of the curriculum is outstanding.

The school is to be commended for expending much effort in this area. The curriculum is based on the *Lubavitch Mesorah* and has been enhanced. The *Yom Tov* curriculum ensures that each class focuses on a different aspect of the *Yom Tov*, so that pupils can build on their knowledge year on year as they progress up the school. This culminates with a school exhibition.

The *Biur Tefilloh* curriculum is broad and balanced, and includes a wide-range of suitable teaching methods. This underpins the exceptional *davening* observed. The school ensure that teachers focus on different aspects of the *sedra*.

In *Chumash*, a policy and structure to the lesson has been created, and a range of resources from abroad have been incorporated or adapted for the school's use, including the *P'tach Chumash* Vocabulary Program.

There are very good cross curricular links between Jewish and non-Jewish subject areas. An example of this is the pupils learning the meaning of the '*Asher Yotzar*' *tefillah* (prayer) that they also learnt about in science. This resulted in the pupils creating a beautiful display.

The pupils also learn about the importance of becoming responsible citizens through recycling projects and learning about water conservation, with a visit to a local reservoir.

Quality of pupils' spiritual, moral, social, and cultural development

Grade: 1

The spiritual, moral and cultural development of pupils at *Lubavitch Ruth Lunzer Girls Primary School* is outstanding.

Davening (prayer) and *benching* (grace after meals) fulfils the statutory requirement for collective worship. There is a special and positive atmosphere in the classes during *davening* and the girls *daven* meaningfully and with *kavonah* (concentration). Teachers feedback positively to pupils about how well they *daven* and the girls remained focused throughout. They also show a care for others through *davening* for people in *Refo'einu*.

Before and after *davening*, teachers explain parts of the *tefillos* (prayers). This is aside from the main *bi'ur tefilloh* lessons.

Through raising money for *tzedakah* (charity) and non-Jewish charities, such as British Heart Foundation, the pupils gain an awareness of the importance of helping people less fortunate than they are.

In line with the school's aims, there is an emphasis on developing *middos tovos* (good character traits) and Judaism as a way of life to permeate every aspect of thoughts and actions.

Views of parents and carers

Pikuach 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. If a parent has more than one child at the school, we asked them to record an answer against all the questions for each of their children.

The inspectors received 27 completed questionnaires. In total, there are 90 families registered at the school.

Most parents are overwhelmingly supportive of the school and its Kodesh education provision.

An inspector also spoke to parents who said that that the school “really care about the children”, “children are happy” and that “the education is good”.

What inspection judgements mean

Grade	Judgment	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	Requires Improvement	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. Pikuach inspectors will make further visits until it improves.

Common terminology used by inspectors

Attainment:	the standard of the pupils' knowledge, understanding and skills at any given point in time.
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.
Achievement:	the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
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.