

# Lubavitch Ruth Lunzer Girls Primary School

107–115 Stamford Hill, London, N16 5RP

**Inspection dates** 18–19 June 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Pupils achieve well. They enjoy their learning and are making good progress in all year groups.
- Children enjoy their successful start in the nursery, where they develop good learning and social skills.
- Teaching has improved since the previous inspection and is now consistently good.
- Pupils' attainment has risen to above average in English and mathematics, by the end of Year 6.
- Pupils behave well in lessons and around the school.
- Attendance is above average and pupils arrive in good time for the start of the day.
- The school's leaders have ensured that the quality of teaching has improved since the previous inspection and this has resulted in pupils' improved achievement.
- The school is a harmonious and cohesive community where pupils' spiritual, moral, social and cultural development is promoted very effectively.

### It is not yet an outstanding school because

- Sometimes, teachers do not provide sufficient challenge for the more able pupils.
- Inconsistencies in the quality of teachers' written marking mean that pupils do not always know how to improve their work.
- Pupils' work is not always presented as well as it should be.
- Sometimes, leaders' checks on the quality of teaching are not focused enough on the progress pupils make, as the indicator of the effectiveness of the teaching, and to set areas for development.
- Governors do not always question school leaders rigorously enough about the quality of teaching and pupils' achievement.

## Information about this inspection

- Inspectors observed eight teachers teach and visited 14 lessons, of which two were observed jointly with the headteacher.
- Meetings were held with a group of pupils, four governors including the Chair of the Governing Body, a local authority representative and school staff including leaders and managers.
- Inspectors observed the school’s work and looked at a number of documents. These included the school’s progress-tracking data, planning and monitoring documentation, self-evaluation summary, the safeguarding policies and behaviour and attendance records.
- There were no responses to the online questionnaire (Parent View).
- Inspectors talked to pupils about the school’s work and listened to some pupils read.

## Inspection team

Nasim Butt, Lead inspector

Additional Inspector

Samuel Ofori-Kayere

Additional Inspector

Fayge Levenberg

Additional Inspector

## Full report

### Information about this school

- This is a smaller than average primary school. All pupils are from an Orthodox Jewish background.
- Kodesh religious studies are taught in the morning and secular subjects are taught in the afternoon.
- The proportion of pupils known to be eligible for the pupil premium (additional government funding for particular pupils, which in this school is those eligible for free school meals) is well below the national average.
- The proportion of disabled pupils and those who have special educational needs supported at school action is below average. The proportion supported at school action plus or with a statement of special educational needs is also below average.
- The majority of pupils are of White British heritage, although the proportion of pupils from minority ethnic groups is above average. Fewer than average speak English as an additional language.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- The school is part of a federated arrangement with the Lubavitch boys' primary school and the Lubavitch senior girls' school. All three schools share the same governing body.
- A section 48 religious education inspection for voluntary-aided schools took place at the same time as this inspection. The outcomes of the section 48 inspection are reported separately.

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

- Increase the proportion of outstanding teaching so that pupils consistently make rapid and sustained progress by:
  - ensuring that all teachers provide work that is demanding enough for the more able pupils and that these pupils are not wasting time on work they find too easy
  - improving marking so that in all subjects, pupils know what is needed to improve their work
  - ensuring that pupils present their work neatly in all their workbooks.
- Improve the effectiveness of leadership and management by:
  - continuing to develop the skills of leaders and managers so they can focus their checks on teaching quality more rigorously on pupils' progress and use this to set targets for improvement closely linked to pupils' learning and progress
  - ensuring that governors have a more detailed knowledge of the school's performance so they can rigorously check and confirm the quality of teaching and pupils' achievement.

## Inspection judgements

### The achievement of pupils is good

- Pupils' achievement has improved since the previous inspection and is now good. Attainment by the end of Year 6 is above average in reading, writing and mathematics.
- In the Early Years Foundation Stage, careful assessment of children on entry shows skills, particularly in language and communication, below those expected for their age. As a result of vibrant teaching in the nursery, children get off to a brisk start and make good progress because they feel secure, and they are kept busy.
- Progress has improved most in English. Pupils' good progress in early reading is reflected in the well above average proportion of pupils that reach the same standard as most six-year-olds in the Year 1 check of pupils' understanding of letters and sounds.
- Good progress in reading and writing continues through the school so that by Year 6, pupils read widely and often, and write with increasing skill for a variety of purposes, including formal and informal writing, and imaginative writing that shows good levels of creative thinking.
- Pupils develop a fluent understanding of calculation and can apply these skills well in problem solving activities.
- Disabled pupils and those with special educational needs in every year group make good progress because they are fully included in lessons with their classmates and their needs carefully identified for additional support.
- Pupils supported by the pupil premium do equally well in their learning as a result of wisely spent additional funding. The gaps in attainment and progress between these pupils and their peers are closing fast. In 2012, attainment for this group of pupils was about a term below their classmates in English and about two terms behind in mathematics.
- By paying close attention to the academic needs of individual pupils, including the few who are at an early stage of speaking English, the school demonstrates that it successfully promotes equality of opportunity.
- There is no difference in the achievement of the different groups of pupils in the school, such as those from the different minority ethnic backgrounds.

### The quality of teaching is good

- Teachers and other adults create a positive learning environment which fosters good relationships and strong attitudes to learning. Teaching has a good impact upon pupils' learning and has improved since the previous inspection.
- In the Early Years Foundation Stage, staff have established clear routines and offer a wide variety of engaging activities. They praise success, and encourage children to work cooperatively together. Consequently, the children make good progress and develop high self-esteem.
- In the best teaching, teachers' expectations are high and they are skilful at explaining what pupils are learning and why. Tasks are exciting and guide pupils to apply and develop skills in realistic and purposeful ways. This was exemplified in a stimulating English lesson, where pupils worked independently and in pairs to write a play script based on Marcus Lehman's *The Adopted Princess*. The pace of learning was brisk, helped by pupils' ready application of their reading, writing and speaking skills. The fact that the play script was intended to be used as the basis for an end of year production further increased levels of motivation.
- Mathematics lessons typically are increasingly focused on giving pupils the opportunity to develop their numeracy skills. Pupils say that teaching develops their reading and writing skills effectively and this prepares them well for the next stage of their education.
- Disabled pupils and those with special educational needs do well because they are given the right help in lessons so they learn with their class. Good resources were provided in a numeracy

lesson, for example, enabling these pupils to gain easier access to the tasks, and this helped them to make good progress.

- Sometimes, teachers do not pitch the tasks accurately enough to meet all pupils' needs and this limits the progress they can make. This is particularly the case for more able pupils, whose learning is sometimes held back because of the lack of challenging work they are required to complete.
- Marking of pupils' work is regular and gives helpful guidance for improvement, especially in literacy, where the biggest improvements in pupils' achievement have been made. However, pupils are not always clear about their next steps and often there are missed opportunities for pupils to reflect on their teachers' guidance, to correct mistakes or to attempt further challenges so as to consolidate what they have learned. In addition, pupils' untidy presentation often goes unchecked.

### **The behaviour and safety of pupils are good**

- Pupils have a strong motivation to learn, are courteous, friendly and show respect for each other and for adults. They enjoy their lessons especially when they are challenging. As a result, attendance is above average and pupils' motivation levels are high.
- Pupils say they feel safe at school, behaviour is always good and bullying is very rare. Pupils say that the school's promotion of anti-bullying through their daily learning, both Kodesh and secular, has helped them to understand different types of bullying and the potential risks of the internet, including cyber-bullying. They have a great deal of confidence in their teachers in dealing with any unacceptable behaviour quickly and successfully should it occur.
- Pupils have a good understanding of rights, responsibilities and mutual respect, topics and values. During group work, pupils interact with each other respectfully by listening to one another's viewpoint and taking turns to speak.
- Inspectors' observations of lessons and break time show pupils from different ethnic backgrounds mix and get on well with each other.
- Although behaviour in lessons is good and sometimes outstanding, there are occasions when a few pupils are unable to maintain the level of concentration required for learning, particularly when a lesson is not engaging enough. In addition, pupils do not pay enough attention to presenting their work neatly.
- There were no responses to the online questionnaire to check parents' views, but evidence available to inspectors indicates that most parents believe their child to be safe at school and that behaviour is good and managed well.

### **The leadership and management are good**

- School leaders have successfully improved teaching and pupils' achievement since the previous inspection. This is because they have ensured that planning for improvement has focused on the points emerging from the previous inspection.
- The targets set for teachers are appropriately challenging and teachers' progress against them is beginning to be monitored more closely. This, coupled with the support provided for weaker teaching, is having the desired impact on pupils' learning and progress. However, the incidence of outstanding teaching is not yet high enough to ensure the best possible progress for all pupils.
- Teachers who have responsibility for literacy and numeracy are increasingly involved in monitoring and evaluating the school's work in these key areas of learning. As a result, they have an accurate picture of the school's strengths and areas for further development.
- The close tracking of the attainment and progress of individual pupils is a strength as it leads to

swift intervention to boost performance where it is needed, resulting in good progress over time. Leaders recognise that tracking can be sharpened further by analysing the performance of key groups and evaluating impact over time. More effective tracking systems are currently being developed.

- Teachers' pay and promotion are now linked to the quality of their work in helping pupils to make good progress and achieve higher standards.
  - Although leaders regularly observe lessons to check the quality of teaching and feedback to teachers on the outcomes, they do not always take enough account of pupils' learning and progress when making their judgements. As a result, the areas for development identified are sometimes not precise enough to help bring about further, more rapid improvements in teaching.
  - There is a good balance between secular and Kodesh education. This helps the school promote pupils' spiritual, moral, social and cultural development very effectively, both through its rich range of secular subjects and its strong focus on religious teaching, and the good range of visits, visitors and extra-curricular activities. The violin performance during the inspection by a group of pupils to their peers and some parents was a moving experience.
  - The local authority has provided regular and effective support to the school since its previous inspection. It has high confidence in the school's commitment and ability to continue to raise standards.
  - **The governance of the school:**
    - Governors have ensured that pupils' achievement and the quality of teaching have improved since the previous inspection. However, governors do not have the detailed enough knowledge of the quality of teaching and the school's performance needed to question and challenge school leaders robustly.
    - The governing body has undertaken useful monitoring visits and shared the outcomes with school leaders to help drive further improvement. Governors know that teachers' pay is related to the quality of teaching and ensure that financial management is on a secure footing.
    - Governors ensure that pupil premium funding is used appropriately to support and improve achievement for this group of pupils. They are aware that these interventions are having the desired impact on pupils' progress and confidence. The governing body meets statutory requirements, including those for safeguarding.
-

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	134639
<b>Local authority</b>	Hackney
<b>Inspection number</b>	402615

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

<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>	150
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Hindy Lew
<b>Headteacher</b>	Frieda Sudak
<b>Date of previous school inspection</b>	4–5 November 2009
<b>Telephone number</b>	020 8800 0022
<b>Fax number</b>	020 8809 7324
<b>Email address</b>	fsudak@lubavitch.hackney.sch.uk



Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

