

# LUBAVITCH PRIMARY GIRLS' SCHOOL

## INSPECTION REPORT

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Local Authority: Hackney

Inspected under the auspices of Pikuach

Inspection dates: 29<sup>th</sup> & 30<sup>th</sup> June 2022

**This inspection of the school was conducted under section 48 of the Education Act 2005**

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Type of school: Academy Converter

School category: Primary

Age range of pupils: 3-11

Mixed /Single sex: Single

Number on roll: 132

Chair of Governors: Hadasa Korner

Headteacher: Mrs Judith Nemeth

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## Inspection team

**Lead Inspector :** Ruth Wilkinson

**Team Inspector:** Rabbi Yaakov Heimann

## Introduction

The inspection was carried out over two days by two inspectors. They visited one class in each year group, each class being visited at least twice during the inspection. Teaching was observed from Nursery to Year Six. The inspectors attended *Davening* (Prayers) and *Benching* (Grace after meals). Most lessons were observed jointly with senior school leaders. Meetings were held with the school's Chair of Trustees, the Head Teacher, the Head of Jewish Studies, the SENDCo and the Curriculum Development Officer and other key members of staff, as well as meeting with many of the pupils.

## Inspectors make judgements on the following three key areas

- The Quality of Jewish Education
- Jewish Personal and Spiritual Development
- Leadership and Management

These key judgements will then contribute to the overall judgement on the school's efficiency and effectiveness in its provision of Jewish education, enabling inspectors to reach their final judgement.

## Information about the school

- The school was originally part of the Lubavitch House Schools, which were founded in 1959. In July 2012, the school achieved Voluntary Aided status under the umbrella of the Hackney Learning Trust.
- Lubavitch Multi-Academy Trust was formed in April 2018 and is the result of an amalgamation of three schools, 2 primary and 1 secondary school: Lubavitch Senior Girls' School, Lubavitch Junior Girls' Primary School and Lubavitch Junior Boys' School. All schools in the Multi-Academy Trust are guided by the principles of the Chabad-Lubavitch movement.
- The MAT's mission statement is, "To raise students with fine character traits and intelligence, imbued with the love of G-d, *Torah* and one's fellow person, who will grow and make a great contribution to society."

The Headteacher of the Girls' Junior School is currently also Headteacher of the Boys' Junior School, which is situated on a nearby site. She also has the role of Executive Headteacher of the Multi-Academy Trust.

- The focus of the Lubavitch religious ethos, which centres around respect for self and others, provides the foundation which supports pupils' learning in all areas of their studies, giving them a holistic experience.
- The ethnicity of the school pupil population is predominantly 'White English.' One girl is registered as 'Mixed African', and four are registered as 'White Other.'

- The Junior Girls' school aims to achieve a high standard in both Jewish religious education and National Curriculum subjects. Devoting 50% of the curriculum to Jewish Studies, they aim to instil in its pupils a firm foundation which will prepare them for a life of religious observance.
- Many of the girls are bussed to school from outlying areas including Edgware, Hendon, Golders Green and Borehamwood as the Lubavitch community in Stamford Hill is declining in numbers.
- At the end of Key Stage Two, many pupils transfer to Lubavitch Girls High School, which is on the upper floors of the girls' Junior School. Some pupils transfer to Hasmonian Girls' High School and Beth Jacob Grammar School.
- The Lubavitch Multi-Academy Trust (LMAT) has had a turbulent start and there is a 'notice to improve' (NTI) which has been in place since January 2020, following a warning letter from the Education and Skills Funding Agency (ESFA) in August 2019. More recently, the ESFA is satisfied that the trust is on an improving trajectory following significant changes in leadership with the appointment of a new Executive Headteacher, chair and vice chair.
- The previous Pikuach inspection was before the LMAT was formed. The Girls' Junior school was then the 'Lubavitch Ruth Lunzer Girls' Primary School'. The outcome of the inspection found the school to be a good school, with some outstanding aspects.

## Inspection judgements

## Grade

<b>Overall effectiveness</b>	<b>2</b>
<b>The Quality of Jewish Education</b>	<b>2</b>
<b>Jewish Personal and Spiritual Development</b>	<b>1</b>
<b>Leadership and Management</b>	<b>2</b>

## What is it like to attend this school?

- A strong bond and sense of community prevails in the school through its connection with the Lubavitch movement and the teachings of the Lubavitcher *Rebbe* (spiritual leader). This leads to a cohesive feeling in the school with staff and pupils having the same religious and moral outlook on life.
- The school is housed in a modern purpose-built, multi-storey building in North London. The spacious premises, which it shares with the Lubavitch Girls' Secondary School, benefits from ample teaching and communal spaces, as well as outdoor areas and a swimming pool. The pupils appreciate their environment, which has comfy chairs in the corridors, where girls can be seen having a chat in break times. The pupils show care for the school premises which is kept clean and tidy.
- The girls have a calm start to their day, which begins at 8.45am, when the girls line up in the playground and are given a three minute inspirational thought for the day by the Head of *Kodesh* (Head of Jewish Studies). This is followed by each class having their own *Davening* (prayer)

session creating a spiritual atmosphere in the class, as one girl said, “It starts our day with *Kedusha* (holiness)”.

- From Reception class to Year Six the day is divided into morning lessons for Jewish Studies and afternoon lessons for National Curriculum subjects.
- All class sizes are currently small as the school is only at 67% capacity. In the mornings, for Jewish Studies lessons, the classes are taught in single year groups with around 13 pupils in a class so the girls benefit from more individual attention. Year Five and Year Six girls, in particular, expressed that they liked being part of a smaller school, recognising the extra attention they are given by the teachers. The afternoon National Curriculum lessons have combined year group classes, for example, joining Years One and Two together, taught by one teacher. This is not very popular with some pupils and parents, as was noted in the surveys “Parents are fed up with putting classes together and cutting corners at the expense of their children's education.” “The combined classes are mostly for afternoon lessons but the social implications carry over to all parts of the school day.” Very few girls actually mentioned this as an issue during our conversations, except for a few girls in Year Six.
- There seemed to be good level of camaraderie between the girls in their year groups, and a friendly atmosphere in the lunch hall, although the School Council did suggest some improvements to the school lunch menu to make them more varied and child friendly. Before leaving for the playground, all pupils participate in *Bensching* (Grace After Meals).
- Bullying is not seen as an issue in the school by 60% percent of Year Five and Year Six pupils. The topic of bullying is a focus in the Reception, Year Two and Year Four PHSE syllabus. It is also addressed as part the *Middos Tovos* (good character traits) programme of study in Jewish Studies lessons. The instances of bullying in the school seems to have been reduced with one girl commenting, “It does happen sometimes but it’s not strong bullying like it used to be.” Two pupils voiced concern that some teachers are not always effective in dealing with bullying. “It happens rarely, when it does teachers try but sometimes fail to solve the problem.”
- The behaviour observed in the school was good, with pupils listening to their teachers and showing each other respect and kindness. This contributed to the calm and cohesive atmosphere in the school.

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

### The Quality of Jewish Education

- All families of the school community are committed to their religious Jewish life following the teachings of the Lubavitcher Rebbe. Therefore, Jewish education is held in extremely high regard in the school. Every morning of each school day is set aside for Jewish Studies lessons. The strong Jewish ethos of the school can be felt in all areas. This also has a great bearing on the pupils’ behaviour, prayer and interactions with each other and adults. The girls’ families are able to support them at home in the area of Jewish studies, in particular with Hebrew reading and Bible studies. Most pupils have a good knowledge and understanding, as well as the love of their Jewish heritage and life.
- Lesson observations revealed a wide discrepancy in the overall effectiveness of teaching. The majority of lesson seen were graded as ‘good’. In these lessons the girls were engaged and responsive to the teacher. Teachers asked open-ended questions enabling the pupils to use prior knowledge to formulate their own ideas and share them with the class. They were positively encouraged to be active participants in the lesson. Teachers in these lessons were aware of the academic level of their pupils and adapted the teaching strategies accordingly and pupils were

encouraged to become independent learners. In a Nursery lesson there was a good ratio of adults to children and a range of activities. The children proudly told me the names of some letters and could find them in their Hebrew names. All the children were involved in a meaningful activity and were independently choosing to work with others in the class. Some children were finishing their morning snack and there was a happy and relaxed atmosphere in the class.

- Some examples of 'outstanding' lessons were observed in different Key Stages. In these lessons the objectives were clear and the methods used to reach the objectives had been carefully planned and thought out. Pupils in a Key Stage One class were seen interacting with the teacher in a productive manner, as she supported and assessed pupils while they were involved in paired tasks. At the same time, pupils were productively working with each other. The girls were clearly used to consolidating their skills and knowledge in this way and used strategies to help each other remember information from past lessons, and to help each other understand the lesson objectives. Good use was made of the projector and whiteboard. The lesson was enhanced by pre-prepared electronic teaching resources to revise past Hebrew vocabulary to help them find answers to questions about the text.
- In a Key Stage-Two lesson, the girls were preparing for a significant day in the Lubavitch calendar, the anniversary of the passing of the last Lubavitcher Rebbe. They were learning a Hebrew discourse that was previously delivered by the Rebbe. The pupils were fully engaged in the lesson, concentrating, listening and understanding. This was a difficult lesson, taught masterfully in achievable steps, with assessment throughout the lesson before moving the girls on to the next stage. To facilitate a clearer understanding of the Rebbe's discourse, the teacher used an English story with a moral, which was meaningful to the girls. At the end of the lesson, when questioned, the pupils were able to make spiritual links, talking about the *neshama* (soul) and connecting to *HaShem* (G-d)
- Where lessons were seen to be in need of improvement, the subject matter was not presented in an age-appropriate manner, or the instructions and information given to pupils were confusing. In these lessons the teachers did not have the insight or experience to adapt their teaching in order to rectify the situation. Consequently, very little new learning was achieved. In some lessons, although the craft activities may have been pleasurable for the girls, they were not providing the desired outcome of understanding new knowledge or solidifying past learning. In one Key Stage Two lesson, pupils were copying Lubavitcher stories from a book written in Hebrew. Pupils were ability grouped with lower ability pupils having a script letter card to help them form the letters correctly. Pupils in the class who had Hebrew as a first language were asked to write an English translation of the story. Beyond that, the lesson seemed to be an exercise in copying out the text without any discussion or checking on understanding of what was being written. There was also a missed opportunity to discuss the moral lessons that could be learnt from this important story.
- The afternoon staff at the school have participated in "Quality First" teacher training this year. The Headteacher and the Head of *Kodesh*, are planning to put this training in place for the Jewish Studies teachers in the next academic year. All new staff will also have access to coaching and mentoring. This should have a positive impact on the standard of teaching.
- While there is a scheme of work prepared by the Head of *Kodesh*, the actual teaching methods for *Chumash* (Bible) lessons are left to the individual teacher. In the past there has not been any school-based feedback and standardised assessment thus enabling pupils' progress to be tracked through their time in the school. Having identified the need for more structure and progression in *Chumash* lessons, the school has bought into the Zekelman Standards Programme. The Zekelman Standards for *Chumash* present benchmarks for student mastery of text-based *Chumash* learning at each level. It is authored and reviewed by leading educators and used in schools around the world. The goal of the programme is to create independent and inspired lifelong learning for every child. This new programme will make planning, teaching and assessing

pupils' *Chumash* skills and development more structured and progressive through the school years. This term the teachers have been having training on Zoom with a specialist trainer in Australia. They will be ready to implement the full programme in September. The Head of *Kodesh*, and the Jewish Studies teachers are very positive about the impact that the programme will have on their teaching and the benefits for the pupils, as well as making tracking progress standardised throughout the school.

- Eighteen out of 24 parents agreed with the statement that “ My child is progressing in Hebrew reading skills”, However, *Krioh* (Hebrew reading) still came up as cause for concern for some parents in the survey - “My child cannot read properly. They do not have a proper system for reading or intervention.” “The reading level in the class is very low because of lockdown”. School closures during covid have impacted on the current standards in the school, especially in the younger classes where they were still learning the letters and sounds. The school has now brought in different reading schemes to try and tackle this problem. Pupils were observed in *Krioh* lessons reading from the *Krioh Naima* reading scheme. One Reception parent commented, “Our daughter is happy and learning *alef-beis* (the Hebrew alphabet) well”. When introduced to the Hebrew letters, the Nursery aged children are taught letter names, not the phonic sounds. Nursery children were observed enjoying finding and naming the letters in their own names and were able to point out the same letter in their classmates’ names. They were clearly excited by using this recently acquired knowledge. It was a pleasure to see such young children having a sense of independence in their learning, as they chose different children to be their learning partners and helped each other to find matching letters in both names. The majority of children have reached a good standard with letter recognition. Where help was needed a member of staff gently intervened. As pupils progress through the school, less focus is given to reading. One Parent Survey stated, “There is no Hebrew reading in small groups at all, when it should still be practiced daily. They are too young to stop practicing their reading. Then later, as with older children, they are not fluent in their Hebrew reading.”
- The Nursery class is currently the only year group with an integrated curriculum. The new Nursery teacher has embraced the principles of an Early Years’ curriculum, integrating the Early Years Foundation Stage (EYFS) objectives and the *Kodesh* curriculum. An example of this would be using early number skills when adding one candle each day to the *menorah* (candleholder used during *Chanukah*). The Nursery class, because of their newly integrated curriculum, does not segregate the day with *Kodesh* subjects in the morning and National Curriculum subjects in the afternoon. Good use is also made of the large outdoor space. A lesson was observed where the girls were using Hebrew letter cards for an outdoor game to consolidate their learning from the previous day. Due to the success of the integrated curriculum in Nursery, discussions are now underway about the possibility of adapting the Reception Class to enable them to use the same model.
- In most observed lessons teachers gave feedback to pupils verbally during the lesson. This varied in quality. In the best lessons, it was a two-way dialogue between the teacher and pupil, encouraging the girls to take some control of their learning, helping them to understand the steps that will help them to complete or correct a task. However, marking and feedback in many of the pupils’ workbooks and folders was sparse and there was no consistency in the methods used. Where written comments had been made by teachers, or teachers had written questions to the pupils relating to a piece of work, there was no expectation for the pupils to respond. In one Key Stage Two lesson the pupils spent a considerable time lining up to show the teacher the work that they had completed. This did not seem the best use of time and it gave the lesson a feeling of disorganisation. Marking and feedback is an area in need of improvement for the Jewish Studies department. Providing feedback that improves pupils’ learning and developing pupils’ ability to monitor and assess their own learning, are fundamental to the school’s implementation of Quality

First Teaching. These outcomes will be covered when the Jewish Studies staff are brought in line with the afternoon teachers and trained in Quality First Teaching which promotes a style of teaching that emphasises high quality, inclusive teaching for all pupils in a class. This is due to take place in the next academic year.

- The Special Education Needs and Disabilities Coordinator (SENDCo) has been in position for eighteen months and is an active member of the Hackney SENDCo Forum. She services both the Girls' and the Boys' Junior schools. Previously she was the SENDCo at the Lubavitch Girls' High School. She is well-qualified for the role and will call on the expertise of outside professionals when necessary. Currently the school has 27% of pupils on the Special Education Needs (SEN) Register. The SENDCo is gradually reviewing the list and assessing to see if any of the girls have reached an appropriate level to be removed from the register. Three girls have Education Health Care Plans (EHCP). The Jewish Studies teachers are involved with all EHCP meetings and Individual Education Plan meetings (IEP) for the other pupils on the SEN Register. All Jewish Studies teachers receive documentation and information about the pupils. A SEND Trustee has been appointed and the SENDCo gave a presentation to all trustees to raise the awareness of the SEND needs and provision in the school. An Initial Concerns Form is used if a teacher has a specific concern about a pupil. There is then a process of meetings and assessments to ascertain how these needs can be met in school. The small class sizes are of benefit when catering for SEND pupils. There is a very good ratio of staff to pupils including teaching assistants in many lessons. Quality First Teaching should also have a positive impact on the teaching of SEND pupils. A remedial teacher for Hebrew reading has been employed, which was especially helpful after the drop in standard due to Covid school closures. One parent did comment that, "The school's answer to any child not making average progress is to send the child out for small group/1:1 support which is often ineffective and often results in the child falling further behind in other areas of learning". It would be beneficial to ensure that parents have a clear understanding of the SEND methods being implemented and why they have been suggested for that particular child. The SENDCo works closely with the Head of Jewish Studies and the Headteacher to ensure that all girls' needs are being met.

## Jewish Personal and Spiritual Development

- In line with the school's aims, the Lubavitch ethos, which leads and governs every activity throughout the school day, means there is a strong emphasis on the pupils developing a sense of *ruchnius* (spirituality) and *middos tovos* (good character traits). The pupils develop a vocabulary from a young age which helps them to express those thoughts and feelings. This is embedded in their everyday life both at home and in school.
- All classes were observed during a *davening* (prayer) session, except for Nursery.
- The Lubavitch Schools' *davening* guidelines are printed on a child friendly colourful sheet. The girls aim towards fulfilling all seven rules. For instance: I make sure to *daven* together with my classmates and not rush ahead; I say the words out loud in a pleasant voice, making sure to read each word properly; I always look inside my *siddur* (daily prayer book) when I am *davening*. The girls were seen to be following these guidelines during observed *davening* sessions.
- In Upper Key Stage Two, the girls prayed independently using their *Siddur*. Every girl was engaged in *davening* and seemed to be enjoying reciting the prayers. The eldest girls were particularly connected to the prayers they were saying, with some girls clearly in deep concentration. A number of the girls were swaying as they were praying, caught up in the fervour and enjoyment of *davening*.

- In Lower Key Stage Two, where there are only a total of 24 girls, they were mostly *davening* independently with no need for encouragement from the teacher. They were pointing to the correct place in their *Siddur* and *davening* at a good pace with feeling. From the way the girls were praying it seemed that the prayers were meaningful and real to them.
- Lower Key Stage One had one class teacher absent that day, therefore one of the classes was taken by a teaching assistant. This member of staff did not seem to be very confident in the order of the prayers and there was a little confusion during the *davening*. The children also sang two English songs which they seemed to enjoy very much by happily joining in with song and clapping in time to the music. No mention was made about the day being *Rosh Chodesh* (a new month) and no special prayers were said for this day. In one class the girls were given a simple explanation of some prayers before they recited them. This led to a deeper feeling and concentration as they were saying those prayers. The *Shema* prayer was said with much enthusiasm with some of the girls pointing to the words in their *Siddurim*.
- In discussion with Year Five girls, it was clear that spiritual thoughts and discussions are part of their daily life. When talking about *davening*, one pupil said, "It starts our day with *kedusha* (holiness)." Another girl added, "We can ask *Hashem* for anything." The chat continued with the girls openly talking about their spiritual feelings, "*Mitzvos* (good deeds) bring us close to *Hashem* (G-d)." and "*Mitzvos* bring *Moshiach* (the Messiah)."
- Year Six girls, started discussing *davening*, saying, "We *daven* to thank *Hashem* and ask Him what we need." This then developed into them talking about the *Neshomo* (soul). "*Neshomo* is life." "*Modeh Ani* (the first morning prayer) is for thanking *Hashem* for giving us our *Neshomo* back, after we have been asleep." "*Mitzvos* and working on our *Middos* (good deeds) make our *Neshomo* really happy and excited." The girls understood the difference between the physical and the spiritual aspects of life and could explain it in their own words; "*Ruchniyus* (spiritual pleasure) is studying *Torah* and doing a *mitzvah* (good deed)." "*Gashmiyus* (physical pleasure) can be elevated to *ruchniyus* if you say a *bracha* (blessing) on a food before you eat it."
- In a Key Stage One lesson, when the girls were asked to draw something that made them happy, one girl drew a picture of a train. When asked if she liked trains, she replied, "I don't like trains but my little brother does. If I have a train, I can play with him and that will make us happy."
- The Year Two 2 *Chumash* (Bible) Party was celebrated on the second day of inspection. The girls had been learning songs and practicing their presentation for their parents. In this special graduation event, the girls were presented with their new *Chumashim*, which would be a learning tool for them as they progressed through the school. The Year Two 2 girls sang with feeling, turning to read the screen behind them if they needed to be reminded of a word. It was clearly very moving for the parents, and certainly felt like a very special occasion that the girls would remember for many years. Their teacher added an extra dimension to the performance by teaching the class some of the songs in two different Hebrew pronunciations, highlighting the mix of community in which they live.
- The school's *Maasim Tovim* (good deeds) Guidelines are produced in the same appealing way as their *Davening* Guidelines. All of the 15 statements are based on *Torah* values. For example: I look at everyone with a good eye; I speak gently to others and think before I speak; I don't speak *lashon hara* (gossip) or use bad language.
- Jewish Personal and Spiritual Development is outstanding in this school as it permeates every aspect of school life and is modelled by the staff in the school, as well as being fundamental to the girls' Jewish family home life. The girls could express feeling a strong connection to *Hashem* and could link this to specific activities or their Jewish way of life.

## Leadership and Management

- The Headteacher took up her position in April 2021 after several changes in staffing in the LMAT over the previous two years. Currently, the Headteacher has several roles in the LMAT. She is not only the Headteacher at the Girls' Primary School and the Boys' Primary School; she is also the Head of the LMAT and is the Multi-Academy Trust's Accounting Officer. This has been recognised as unsustainable and a plan is in place to rectify the situation. As the Trust's Accounting Officer, there has been a lot of additional work and responsibility to rectify the school's current financial situation, after receiving a Financial Notice to improve in both 2020 and 2021.
- Instigated by the Headteacher, the school is currently undergoing changes in its staffing structure to create a tier of middle management. This will give each area of the Jewish Studies Curriculum a Lead Teacher who will be able to support staff and monitor progress. Some middle management positions have already been created with further new roles planned for the beginning of the next academic year. The newly created role of *Kodesh* Development Officer has already had an impact on school improvement. She has instigated a baseline assessment for each year group and is currently working on *Krioh*, having developed a standardised assessment to monitor the reading standards throughout the school. A detailed report has been written to inform planning and differentiation in the teaching of Hebrew reading. A similar process is being undertaken for other areas of the *Kodesh* Curriculum.
- Senior Management roles are also being created for each of the schools in the LMAT. Every school will benefit from a Head of School who is experienced in the field of the National Curriculum and *Kodesh* teaching. The Head of School will manage the day-to-day operation of the school and promote and exemplify high quality teaching across all subjects. The new structure, which will be in place in the Primary Boys' School for the next academic year, will place the Headteacher in a better position to concentrate on her role as Executive Head of the LMAT with the intention of achieving excellent learning outcomes for all pupils. All new members of staff starting in September 2022 will be offered full training, coaching and mentoring.
- The current school's Senior Management Team is comprised of the Headteacher and the Head of Jewish Studies. The Head of Jewish Studies, who was appointed in September 2020, and is also one of the Designated Safeguarding Leads in the school, sees her main role as leading and supporting the Jewish Studies teachers. The Jewish Studies curriculum used in the school was formulated by the Lubavitcher Rebbe. This will continue to be used with the addition of the Zekelman Standards, the implementation of Quality First Teaching and standardised assessments. A staff meeting is led every Tuesday by the Head of Jewish Studies. This includes some group training and then meetings with individual teachers about the curriculum. The LMAT Rabbi is also available for support, questions and advice.
- The Board of Trustees carry out the following duties: Providing strategic direction for the work and improvement of the school by supporting, monitoring and evaluating its effectiveness. The Chair of Trustees has been on the Board of Trustees for two years and has been in her current position since September 2021. Having a child in all three of the LMAT schools also gives her a good overview of school life. She meets weekly with the Headteacher, and they work closely together on school improvement. The Chair of Trustees has a clear vision for the pupils at the school. This includes having opportunities to feel a strong belonging to the community and the Lubavitch way of life. Teaching them a love of every person in the world; Developing the children's emotional intelligence and resilience; Empowering them to be leaders who will make a positive contribution to society. The Chair of Trustees is pro-active in initiating her ideas. She believes in the pupils having respect and an understanding of the place in which they live. A Queen's Platinum Jubilee display can be seen in the school and next year will see the implementation of a London Project. The older pupils will learn about London, how it relates to them now and how it may relate to them in the future. She hopes that this will include a trip to Westminster and the House of Parliament. The Chair of Trustees explained the Trustees' plan to create a Local School Board for each of the three schools in the LMAT. The School Boards will report directly to the Trustees, keeping them more informed about the day to day running of each of the schools. She is also aware that although the new School website is more impressive, it needs to be updated with a variety of

school activities and events. The other area for improvement is the variety, content and quality of displays around the school.

- There is an active School Pupils' Council, who articulately explained their ideas. They were delighted that their request for swimming to start again after the Covid closure had come to fruition and they were starting a session on that very day. Members of the Council explained the selection process and how they had to give a 'manifesto speech'. They saw their role as making things better in the school and to help everyone enjoy their school day. Next on their agenda is improving the selection of books in the library. They hope to do this through raising money at fund raising events. They come up with suggestions including a 'Bake Sale', a 'Second-hand Toy Sale' and making 'friendship' bracelets.
- There are many innovations being implemented in the school for the next academic year. These innovations and the unified staff body should give wide capacity for positive and effective change in the school.

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

- Ensure that good teaching practice is consistent in all lessons through training, supporting and monitoring teachers.
- Develop clear guidelines for informative marking and feedback leading to next steps in learning for pupils.
- To implement the changes planned for the schools' management structure and monitor the impact.
- To improve the variety and quality of display around the school. To use displays as an interactive teaching tool, as well as to show the range of topics and activities covered in school across the year groups.

Statutory requirement for a daily act of collective worship ( <i>tefillah</i> )	Met
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### Summary of Questionnaires

Pikuach invited parents and carers of pupils at Lubavitch Primary Girls' School to complete a questionnaire about their views of the school. 24 Questionnaires were returned. Some typical responses included:

- Wonderful EYFS teachers -outstanding quality teaching to our girls
- Some teachers have been good whilst others not so good.
- It was difficult to reach this stage but now the school is helping the children

- The teachers put in lots of effort and teach a lot.
- I truly believe most of the Kodesh staff are sincere, well-meaning, dedicated, caring people and are doing an admirable job under very challenging circumstances.
- My daughter is very enthusiastic towards both her Jewish and Secular studies.
- My daughter is excited to tell me about what she learnt in the Judaic department.
- I receive feedback for KS2 child but not adequate communication with KS1 teacher
- Some teachers do not engage with parents and don't consider parents as partners
- The remote education during Covid shows true caring and dedication of the Kodesh teachers at Lubavitch
- The ethos instilled in the school are reflected by the values instilled at home.

**Pikuach invited members of staff at Lubavitch Girls' Primary School to complete a questionnaire about their views of the school. 3 members of staff responded to the survey.**

All three staff members strongly agree that the whole school, including pupils, understands and supports the school's Jewish ethos. They also strongly agree that the school is well led and managed. Provision during Covid is the other area when they all strongly agree. "I feel my needs and wellbeing are and have been supported in the Jewish Studies Department/School including during the Covid Pandemic."

Three additional comments were made on the Staff Questionnaires:

- As a *Limudei Chol* (National Curriculum subjects) teacher, I can tell that the school has made definite steps to integrate the Jewish studies in all aspects of a pupil's school life.
- Very experienced and dedicated staff.
- Some children have behavioural issues which would need more staff.

**Pikuach invited Y5/6 pupils at Lubavitch Girls' Primary School to complete a questionnaire about their views of the school. 22 pupils responded to the survey.**

These were completed on paper, at the request of the school. There were very few comments written on the surveys. The following survey statement was only graded by 15 girls; 'The school encourages me to be involved in my Jewish life and also in the wider community'. A comment by one pupil probably explains the reason - "I am already involved with my Jewish life".

In response to the statement about bullying where 60% of pupils thought that bullying was not a problem in the school, four comments were made:

- When friends bully people, teachers don't care.
- Some girls bully others and don't know they are doing it..

- It doesn't happen so often but when teachers try to resolve it, they fail.

The main findings included:

- 90.91% of pupils enjoyed school most or some of the time.
- 80.95% of pupils agree or strongly agree that their school encourages them to think about and strengthen their connection to Hashem and the world around them.
- 50% of pupils agree that the behaviour in Jewish Studies lessons is good all or most of the time.
- 80.95% of pupils agree or strongly agree that their school encourages them to respect people from other backgrounds and to treat them equally.

## GLOSSARY

*Limmudei Chol* (National Curriculum subjects)

*Limmudei Kodesh* (Jewish Studies)

*Krioh* (Hebrew reading)

*Hashem* (G-d)

*Maasim Tovim* (good deeds)

*Chumash* (Bible)

*Gashmiyus* (physical pleasure)

*Ruchnius* (spirituality)

*Middos tovos* (good character traits)

*Modeh Ani* (the first morning prayer)

*Kedusha* (holiness)

*Neshama* (soul)

*Moshiach* (the Messiah)

*Mitzvos* (good deeds)

*Bensching* (Grace After Meals)

*Davening* (Praying)

## WHAT INSPECTION JUDGEMENTS MEAN:

<b>GRADE</b>	<b>JUDGEMENT</b>	<b>DESCRIPTION</b>
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	A school requiring improvement is not 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.