



Lubavitch  
Ruth Lunzer  
Girls' Primary School  
Prospectus

# WELCOME

Dear Parents,

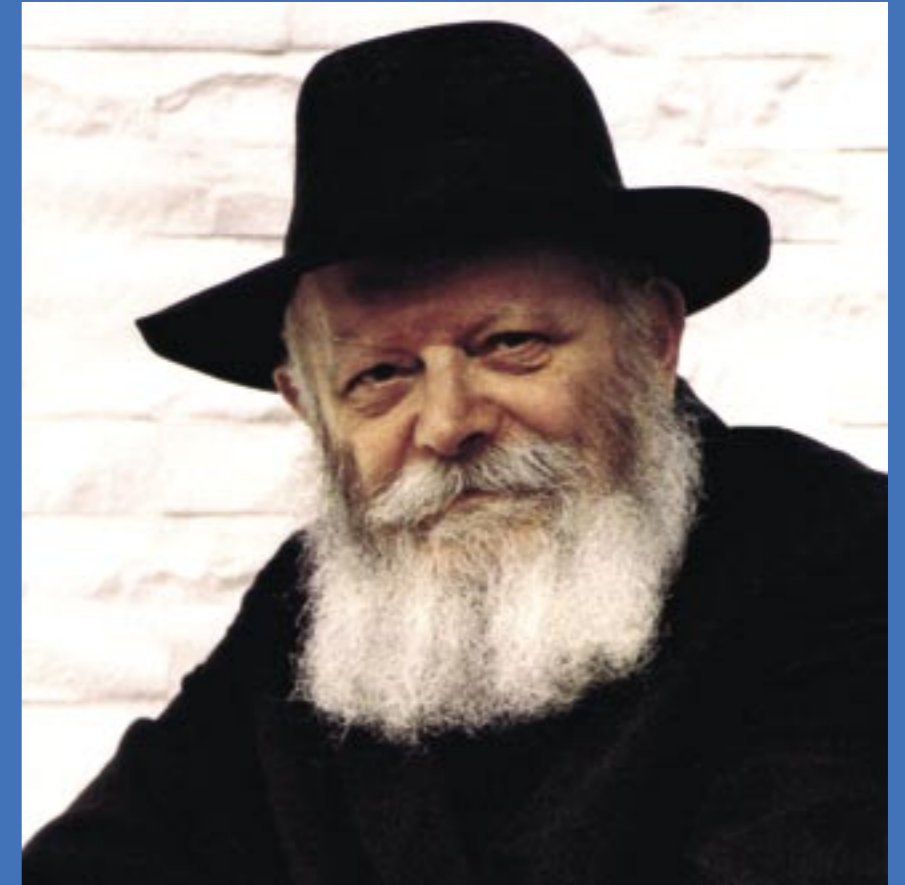
We would like to welcome you and your child to Lubavitch Ruth Lunzer Girls' Primary School. We hope that you will choose to become a part of our happy school community.

The Lubavitch Ruth Lunzer Girls' Primary School caters for girls aged 4 to 11. We admit pupils of all backgrounds within the Jewish community. Our school is part of a network of international institutions which operate on the principles of the Lubavitch movement which was established more than 200 years ago.

Our school was originally part of the Lubavitch House Schools, which were founded in August 1959 by the Lubavitch Foundation. The Foundation itself was set up on the direction of the Lubavitcher Rebbe Rabbi Menachem Mendel Schneerson O.B.M and under the aegis of an Hanholla (executive committee). In April 2004, the Lubavitch Ruth Lunzer Girls' Primary School achieved Voluntary Aided (VA) status under the umbrella of the Learning Trust (Hackney Local Authority). However we continue to maintain and enjoy close links with our sister former partner schools.

Our school is located in the Lubavitch Foundation headquarters building on Stamford Hill in north London. It is easily accessible by public transport.

You will find a number of documents enclosed with this prospectus. We hope that together with the prospectus, these will provide you with all the information you need about our school. We look forward to a positive and rewarding partnership with you in the coming years.



The Lubavitcher Rebbe, Rabbi Menachem Mendel Schneerson, OBM



Wisdom  
Understanding  
Knowledge

Rabbi Schneur Zalman of Liadi

תורה צוה לנו משה מורשה קהלת יעקב

“There is strong sense of community and parents rightly entrust their children to the school”

Ofsted Inspection Report, September 2006



#### COMMUNITY LINKS

We value our standing within the community and work hard to develop strong relationships with others. For example, we encourage pupils to visit senior citizens in homes for the elderly. The school has a purpose built children's centre which provides a range of educational and health facilities for families. We work with the local Jewish women's centre which runs family support programmes.

# AIMS

In a happy environment which caters for the physical, mental, emotional, intellectual, and spiritual well-being of pupils, we aim to:

...provide a Torah-true education in an atmosphere of love, warmth and respect which enables pupils to develop and grow, realising their own special potential

...provide a curriculum which actively engages pupils, promotes independent learning skills and creativity, enabling them to achieve high academic standards

...provide guidance and direction, thereby laying the foundations for a meaningful and productive adult life

...develop in pupils, a sense of responsibility towards their community and the wider world

...develop in pupils, positive character traits including self-confidence and respect for others



שמע ישראל ה' אלקינו ה' אחד



“They (teachers) have high expectations of pupils work and behaviour and employ a variety of incentives to achieve this objective.

Pupils respond with enthusiasm and enjoyment”

(Pikuach Inspection Report, September 2006)

# TEAM

The school is divided into four teams, each with a different theme, personified by our **Imahos**, our role models: **Soroh**, representing kindness; **Rivka**, representing prayer; **Rachel**, representing discipline; **Leah** representing study.

These four themes underlie much of the ethos of the school. Achievement certificates are awarded in each of these categories, during the weekly assembly. This is part of the school's behaviour policy. Children also participate with their teams in different activities throughout the year.

The structure of the teams, and the meaning that they represent, is based on Tzivos Hashem, founded by the Lubavitcher Rebbe, to help children develop their self discipline and self motivation to do the right thing and to overcome their inner struggles. This recognises the challenges children face, and helps build emotional intelligence and self awareness to guide a person in making the right choices throughout their life.



An important aspect of Tzivos Hashem is the '12 Torah Pesukim (verses)'; concepts that provide a solid foundation for personal growth and emotional health.

## **Torah**

The essential value of each individual, regardless of age or achievement

## **Shema**

G-d is everywhere, at all times

## **B'chol**

You have a history; you can overcome limitations

## **Kol**

You have a future; you are full of good

## **Ki**

It is within your reach to do, say and think the right thing

## **Vehinay**

G-d is with you, and knows what's going on inside you – acknowledges your efforts

## **Breishis**

G-d is the source of all, and constantly involved

## **Veshinantom**

Passing Torah from parent to child; discussing Torah at all occasions, not just in the classroom

## **Yogati**

Perseverance and hard work pays off

## **Ve'ohavta**

Love your fellow as your self

## **Vezev**

Value of the mundane; it's the small things that count;

## **Yismach**

Be happy!



בכל דור ודור חייב אדם לראות את עצמו כאילו הוא יצא ממצרים

“The pupils are proud of their school, they know that the Secular and Kodesh Curriculum are unique and they are happy to attend”

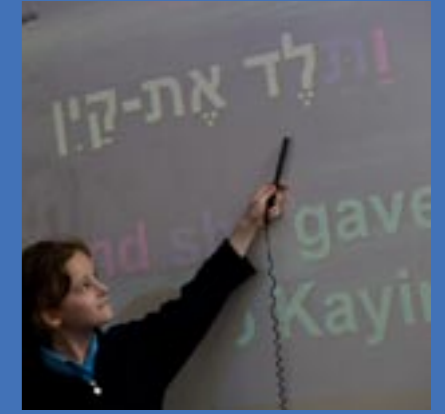
Ofsted



# THE CURRICULUM

We provide our pupils with a broad and balanced curriculum which successfully integrates our religious education (Kodesh Curriculum) with secular studies (the National Curriculum). We believe in providing an education which fosters a love of learning and an appreciation of one's responsibility towards oneself and others. The Lubavitch tradition places a strong emphasis on valuing each child for who they are and totally supports the government's Every Child Matters (ECM) policy. The latter emphasises a curriculum that provides pupils with the opportunity to be safe and healthy, enjoy learning and achieve well, to make a positive contribution to the community and achieve future economic well being.

Kodesh Curriculum is taught in the mornings while National Curriculum subjects are taught in the afternoons. However, The religious and secular two aspects of our curriculum are well integrated and National Curriculum subjects are taught within the Kodesh Curriculum where appropriate and relevant.





“Pupils personal development and well-being are strengths of the school’s care for them, a point, which they mentioned repeatedly as being very important to them”

# KODESH STUDIES

Through the Kodesh curriculum we expect pupils to develop a thorough understanding of the foundation upon which Jewish life is structured. The primary language of instruction is English. The Kodesh Curriculum covers the following areas:

- Understanding prayers
- Jewish laws and customs
- The Hebrew language
- The Yiddish language
- Chumash (study of the texts of the Torah)
- Novi (study of the prophets)
- Jewish history
- Singing

In the Foundation Stage and in Years 1 and 2, a strong emphasis is placed on ensuring that pupils learn to read and write in Hebrew fluently. This promotes their independent learning skills and creates a strong foundation for the rest of the Kodesh Curriculum. The Yiddish language is introduced to pupils in Year 4. Novi and Jewish History are introduced to pupils in Years 5 and 6. In singing lessons, pupils learn Hebrew, Yiddish, and English songs that have Jewish themes.

## DAVENING (PRAYER)

Each school day begins with Davening. We encourage pupils to learn how to Daven and to form the practise of Davening. We prepare pupils for Davening by telling stories and explaining the meaning of the prayers.



כל ישראל יש להם חלק לעולם הבא שנאמר ועמך כלם צדיקים  
לעולם ירשו ארץ נצר מטעי מעשי ידי להתפאר

# GENERAL STUDIES

We provide pupils with a curriculum that takes full account of ECM outcomes.

## THE FOUNDATION STAGE

(AGES 3 - 5)

In the Foundation Stage we follow national guidelines and pupils work towards the Early Learning Goals by developing key skills and knowledge in the following six areas:

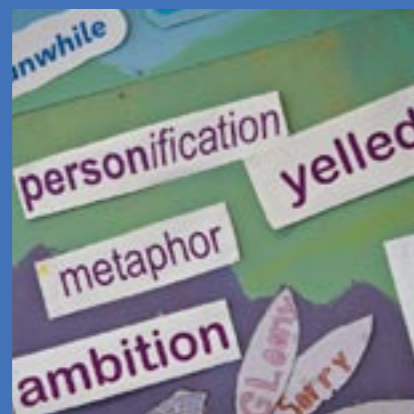
- Personal, social and emotional development
- Communication, language, and literacy
- Mathematical development
- Knowledge and understanding of the world
- Physical development
- Creative development

The Nursery and Reception classes provide pupils with a bright and colourful learning environment, which stimulates their interest and encourages them to explore the world around them.

## THE PRIMARY PHASE

(AGES 5 - 11)

In the primary phase, we teach pupils all the subjects of the National Curriculum. Teachers follow the National Curriculum programmes of study, which are supplemented by a range of schemes of work. Teachers plan appropriate learning activities to match the needs and abilities of all pupils. In doing this, they take account of pupils' preferred learning styles.



כי קרוב אליך הדבר מאד בפוך ובלבבך לעשותו

## ENGLISH AND MATHEMATICS

We use the National Strategies to develop our pupils' skills in literacy and numeracy. In addition to the daily literacy hour, there are many opportunities for pupils to develop an enjoyment of literacy through drama and creative expression. Pupils' work is often published in the school magazine. In teaching mathematics, we help pupils to analyse and communicate information and ideas in addition to understanding numbers and symbols. Pupils will have opportunities to handle real life problems as an integral part of their mathematical experience.

## SCIENCE AND DESIGN

### TECHNOLOGY

We often link science to design technology as we encourage pupils to apply practical experience and theoretical knowledge to problem solving in everyday contexts.

## GEOGRAPHY AND HISTORY

Pupils study places, people, and the human and physical processes which have shaped them through the years. We teach pupils to understand their immediate environment as well as the wider world, both past and present.



והנה ה' נצב עליו ומלא כל הארץ כבודו ומביט עליו ובוחן כליות  
ולב אם עבדו נ

## ART AND DESIGN

We teach pupils to communicate visually using a variety of techniques and media. Pupils will have opportunities to learn about architecture, furnishing textiles, and the design and manufacture of domestic equipment and appliances.

## MUSIC

Pupils are given the opportunity to experience and enjoy the expressiveness of sound through the three main activities of listening, composing and performing.

## PHYSICAL EDUCATION (PE)

Our PE programme enables all pupils to develop physical competence in a wide range of activities including games, athletics, dance, swimming, gymnastics and outdoor activities.

## INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Our aim is for pupils to enjoy and become confident users of ICT. Pupils will have opportunities to work individually or in pairs with computers.

## ARRANGEMENTS FOR PUPILS WITH ADDITIONAL EDUCATIONAL NEEDS

As an inclusive school, we are totally committed to meeting the needs of all pupils including those who have learning difficulties or physical disabilities, and those who are gifted or talented. Our Special Educational Needs (SEN) department is well-established and we follow national guidelines using the SEN Code of Practice. In conjunction with external agencies, we assess the needs of pupils and provide tailored programmes of additional support as appropriate. We also make extra provision available to those pupils who are gifted or talented through a range of class-based or extra-curricular activities.



בראשית ברא אלקים את השמים ואת הארץ

Lubavitch - a learning community

ושננתם לבניך ודברת בם בשבתך בביתך ובלכתך בדרך  
ובשכבר ובקומך

# CURRICULUM RESOURCES

Our school is well-resourced to meet the demands of our curriculum. Classrooms are bright and airy, with equipment and materials to support teaching and learning in all subjects. Pupils have access to a large multi-purpose hall that is used for gym and games, a dining room, a library and state of the art ICT facilities. The playground has small and large play equipment. We are also very fortunate to have our own indoor swimming pool on site, where pupils receive weekly lessons from a qualified instructor.

In line with government requirements, we regularly review our provision to ensure that pupils with disabilities are able to access the physical premises as well as the curriculum. For ease of access we have a ramp which currently meet the needs of our pupils. Future plans for increasing access to the school site and the curriculum can be found in our Accessibility Plan.

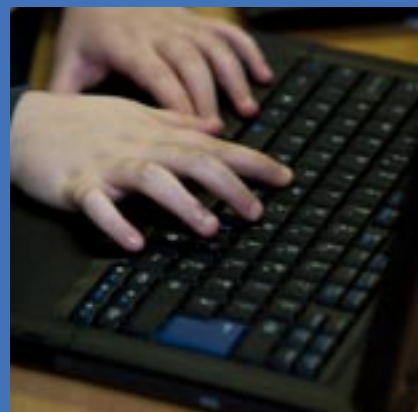
## EXTRA-CURRICULAR ACTIVITIES

We encourage pupils to participate in a variety of extra-curricular activities which develop pupils' inter-personal skills and promote team spirit, and a sense of responsibility. Activities include homework club, breakfast club, summer camp, as well as social events and clubs on the Sabbath. To enhance learning and foster a sense of enjoyment, pupils will also have opportunities to undertake field trips to places of interest within and around London. Pupils also visit places further afield. Pupils also participate in residential visits.

## SPECIAL FEATURES OF OUR SCHOOL

Our school boasts the following qualities:

- Indoor swimming pool
- Purpose built gym hall, newly refurbished
- All classroom are fully ICT fitted
- Healthy meals served from on-site kitchens
- Part of "Healthy Schools Programme" government initiative
- Coach services from Ilford, Edgware, Hendon, Golders Green and Hampstead



יגעתי ולא מצאתי אל תאמין לא יגעתי ומצאתי אל תאמין יגעתי ומצאתי תאמין

Our partnership with parents is very important to us and we are keen for parents to play an active role in school life. As such, parents are welcome at anytime by prior appointment.

ואהבת לרעך כמוך רבי עקיבא אומר זה כלל גדול בתורה



# BEHAVIOUR MANAGEMENT

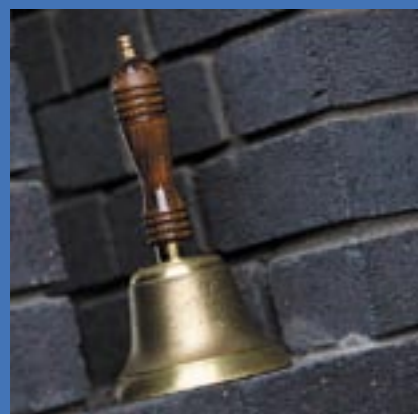
We have very high expectations of behaviour from all our pupils and expect parents to support the school's behaviour policy. Our behaviour management philosophy is based on the rights and responsibilities of all members of the school community. Pupils are expected to obey school and class rules. Teachers operate a system of sanctions and rewards to encourage good behaviour. Full details of the policy are enclosed with this prospectus.

## HOME AND SCHOOL COMMUNICATION

Our partnership with parents is very important to us and we are keen for parents to play an active role in school life. As such, parents are welcome at anytime by prior appointment. We hold a variety of meetings each year to enable parents to find out more about the work of the school. Open evenings provide opportunities for parents to meet with their child's teacher to discuss her progress. We run a number of curriculum evenings and parents' workshops. These inform parents of the curriculum and how best to support their child's learning. We also run open mornings for prospective parents. Regular letters and newsletters are used to keep parents up-to-date with school events. Parents may contact the school by telephone and arrange an appointment to speak to their child's teacher or the headteacher if they have any concerns about their child's well-being.

We provide each child with a folder for transporting information from home to school and vice-versa. The folder will also contain a home-school diary which is used for homework. Parents are encouraged to write comments in the homework diary. All pupils have daily reading tasks. Teachers provide homework in other subjects as appropriate.

Parents can further support the work of the school by volunteering their time.



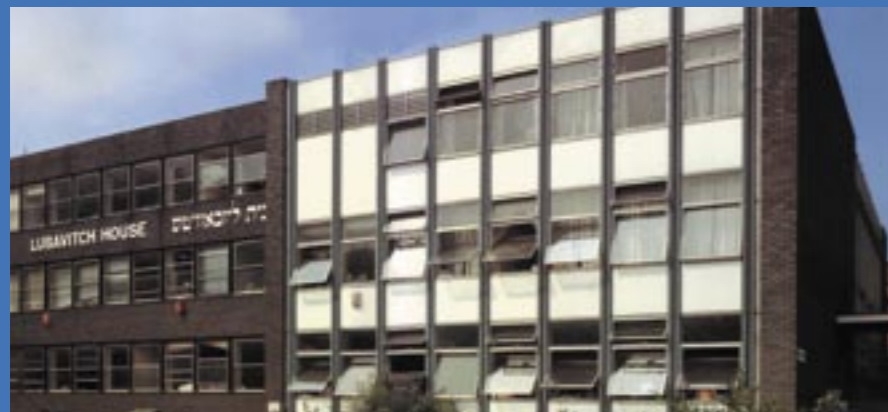
זזה כל האדם ותכלית בריאתו ובריאת כל העולמות עליונים ותחתונים להיות לו דירה זו בתחתונים

# CONTACT DETAILS

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Principle: Rabbi N Sudak OBE  
Headteacher: Mrs F Sudak  
Chair of Governors: Mrs H Lew



ישמח ישראל בעושיו פירוש שכל מי שהוא מזרע ישראל יש לו  
לשמוח בשמחת ה' אשר שש ושמח בדרתו בתחתונים