

# OYY Lubavitch Girls' School

Independent school standard inspection report

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|-------------------------------|-------------------|
| DfE registration number       | 355/6028          |
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| Inspection number             | 385081            |
| Inspection dates              | 2–3 November 2011 |
| Reporting inspector           | Sheila Boyle      |

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

## Information about the school

OYY Lubavitch School is a Jewish day school which has an ethos based on the teachings of the Lubavitch movement. It occupies two sites in the Salford area of Manchester about a quarter of a mile apart. Both sites are based in Jewish community buildings. The school opened in 1980, and in 1997 received registration as an independent day school for girls aged from three to 16 years of age and for boys aged from three to five years (the original main site/setting). In 2010, the registration conditions changed to include a group of 45 boys between the ages of six and 12 years who were being educated in a second, separate and previously unregistered provision. The two settings operate independently with separate management structures, procedures and policies. This inspection covered both the girls' and boys' settings. Currently, there are 82 pupils on the main site, with 75 girls and seven boys; there are 21 children in the Early Years Foundation Stage, 16 of whom are in receipt of public funding. On the second site, there are 40 boys between the ages of six and 13 years. No pupil has a statement of special educational needs. Ten pupils speak English as an additional language.

The school is owned and maintained by the Lubavitch community and admits pupils from Manchester and other towns in the north west of England. The school was last inspected in June 2008. The school's aims are: 'to provide the pupils with a sound Jewish and secular education within the Lubavitch traditions, to help pupils become fulfilled, self confident, independent, contributing, responsible, worshipping and caring members of society who achieve high standards and their full potential.'

## Evaluation of the school

The school provides an inadequate overall quality of education for its pupils. Teaching, assessment and the curriculum are inadequate and pupils make inadequate progress. The curriculum is inadequate because a disproportionate amount of time is spent on the *Kodesh* (Jewish Studies) curriculum at the expense of the secular curriculum. As a result, pupils (and boys in particular) do not have sufficient experience of some required areas of learning and are not able to make sufficient progress in these areas. Pupils' spiritual, moral, social and cultural development is good and is reflected in pupils' good behaviour. The welfare, health and safety of pupils and the provision for their safeguarding are inadequate. Although the main setting has made notable improvements to the Early Years Foundation Stage and its accommodation since the last inspection, the overall effectiveness of the Early Years Foundation Stage is inadequate because of inadequacies in the provision for safeguarding. The premises and accommodation at

the second site are inadequate. The school meets some of its stated aims but fails to meet a significant number of regulations for its continued registration as an independent school.

## Quality of education

The curriculum is inadequate. The *Kodesh* (Jewish Studies) curriculum is planned satisfactorily for all pupils and is taught by specialists. As a result, pupils make satisfactory and sometimes good progress in their Jewish studies. However, the extensive amount of time allocated for this element of the curriculum limits the time available for the *Chol* (secular) subjects and thus restricts the progress made by pupils in some areas of learning. Overall, too little time is allocated to the secular curriculum, particularly for the boys.

Improvements have been made to curriculum planning in the Early Years Foundation Stage. It is now satisfactory and children make satisfactory progress.

A satisfactory range of secular subjects is now offered for girls of primary school age and most subjects of the National Curriculum are taught except information and communication technology (ICT). While the subjects taught to girls are all supported by schemes of work, these do not provide sufficient guidance on how to plan work in lessons for pupils with different levels of ability. In the boys' setting, there are not suitable schemes of work for all the required areas of learning, especially for the scientific, technological, creative and aesthetic areas of learning. Most time for secular subjects is allocated to English and mathematics. Too little time is available for technology, science, geography, music and art. There are no discrete lessons in technology or ICT for boys. All pupils have one hour of outdoor games per week when the weather permits. Opportunities for music are limited but the girls sing Jewish songs once a week.

The secular curriculum for girls at Key Stages 3 and 4 includes English, mathematics, physical education, personal and social and health education (PSHE), history and citizenship. No lessons in technology, science or art are taught, although girls do receive limited experience in these areas through lessons in citizenship, the extra-curricular activities and through their participation in planning events such as whole-school productions and events for parents and carers. French has been replaced by lessons in citizenship. The citizenship course is a strength as it gives pupils an opportunity to have a say in the topics they study, as well as opportunities for independent learning and research, practical learning and greater contact with the community. It also enhances the provision for their personal and social development. Modern Hebrew has been added to the curriculum.

Older girls have access to accreditation through modules from the AQA (Assessment and Qualifications Alliance) and OCR (Oxford, Cambridge and Royal Society of Arts) examination boards in English, mathematics, history and in citizenship as well as subjects from the *Kodesh* curriculum including Biblical and modern Hebrew.

The school's data show better progress by the girls in the religious subjects than in secular subjects. There is no similar data for the boys.

PSHE is given prominence and permeates all aspects of school life for boys and girls. Careers education helps older girls to select a seminary in a country of their choice. Resources for learning in both settings are inadequate, and there is an over-reliance on text books and photocopied materials.

Teaching and assessment are inadequate overall although there are some strengths in religious and secular lessons. When teaching is good, teachers have a clear picture of what they want to achieve and what individual pupils need to learn; they use a variety of strategies to motivate and engage pupils. As a result, pupils' progress in these lessons is often good. Some lessons, however, particularly those in the boys' setting, are characterized by a formal and instructional style of teaching and passive pupil learning. In these lessons, there are too few opportunities for pupils to engage in practical activities and research and no provision is made for pupils who learn at different rates. Citizenship lessons for girls in Key Stages 3 and 4 provide opportunities for independent learning and self-directed research. Not all lessons are planned effectively. Where there are lesson plans, these do not always identify what pupils are expected to learn or how pupils of different ability will be challenged and assessed.

Assessment procedures, especially baseline assessments, ongoing assessment and the recording of progress, are at a very early stage of development and are inadequate, particularly in the boys' setting. Work in English and mathematics throughout the school is assessed and data indicate that pupils are progressing satisfactorily in reading and numeracy. Girls' work is assessed through the use of national tests in Year 6 and through GCSE examinations in Years 10 and 11. The boys have very recently begun to undertake tests in Year 6 but there is insufficient use of the outcomes to inform teaching. Marking usually indicates whether or not pupils have the correct answers but it rarely offers suggestions on how pupils can improve their work.

In the absence of secure baseline assessments for all pupils, the school is unable to track pupils' progress accurately over time in different subjects. The lack of learning opportunities in a number of the required areas of learning means that pupils are not able to make progress in these areas, so they make unsatisfactory progress overall.

## **Spiritual, moral, social and cultural development of pupils**

The spiritual, moral, social and cultural development of the pupils, including children in the Early Years Foundation Stage, is good. Through the positive school ethos pupils grow in self-confidence and develop a strong set of values. *Davening* (prayer) makes a valuable contribution to pupils' spiritual development. The pupils take their various responsibilities seriously within and beyond the school day. For example, older pupils care for younger pupils, they lead performances for parents and carers and some become involved in community activities such as visiting the elderly. Pupils

raise money for various charities and the older girls, through their citizenship programme, recently developed 'Talking Newspapers' for elderly people in their community.

The PSHE programme across the school, together with the work done in the *Kodesh* curriculum, provides all pupils with opportunities to gain an understanding of British institutions and services. The citizenship course for older girls is particularly effective in this respect. All pupils have good opportunities to develop their social skills through group work in both their religious and secular studies and through meeting with community groups for prayer and recreational activities.

Moral teaching permeates every aspect of school life. Pupils learn to interact positively with each other. Attendance is above average; behaviour is good and often outstanding. Pupils learn about other cultures through the *Kodesh* curriculum and the citizenship programme. The school welcomes visits from members of non-Jewish communities.

Although there is no school council, the older girls report that they can go directly to the headteacher if they have concerns. Not all boys, however, think that their views are heard. Older girls take part in some activities beyond the school. For example, through links with extended families, some are able to visit other countries as part of their planning for moving on to a seminary of their choice. Overall, pupils make good progress in developing the personal qualities that will enable them to contribute effectively to the community.

## **Welfare, health and safety of pupils**

The provision for safeguarding pupils' welfare, health and safety is inadequate, including for the children in the Early Years Foundation Stage. Both the girls' and the boys' settings have policies and procedures for child protection, staff training and the safe recruitment of staff. However, the designated person for child protection on the girls' site (which includes the Early Years Foundation Stage setting) has not undertaken the required refresher training. The provision at the main setting meets most other requirements but there are a significant number of shortcomings at the boys' school which means that many regulations for this standard are not met.

The provision for the boys does not have all the required policies and procedures. It does not have a behaviour policy or an anti-bullying policy and there are no records to show how incidents of bullying or poor behaviour are dealt with. There are no records of risk assessments of the premises or for trips off-site. Fire safety equipment is checked regularly, but the setting does not keep a record of fire drills. It does not have a policy on fire prevention, nor has training on fire safety been provided for any member of staff. There are potential risks to pupils' safety because of the poor condition of the accommodation and the outdoor playground.

Both settings meet the requirements of the Equality Act 2010 with suitable plans to increase access for the disabled. From discussion with pupils and from their

responses to the pre-inspection questionnaires, it is clear that they all feel well cared for.

### **Suitability of staff, supply staff and proprietors**

Checks on the suitability of staff, adults who have regular contact with pupils and the governing body are suitably implemented in line with regulatory requirements. All of the required checks are recorded in a single central register.

### **Premises and accommodation at the school**

The premises and accommodation are inadequate overall.

The teaching accommodation on the main site has improved significantly since the last inspection. A programme of refurbishment to the Early Years Foundation Stage, together with the creation of a new primary department, has greatly enhanced the provision. The main premises are well maintained and the interior is suitably decorated and cleaned to good standard. The outdoor area has been resurfaced since the last inspection and is now safe for play and recreation.

The premises and accommodation for the boys are in a poor state of repair. Although there are sufficient classrooms, washrooms and a sick room, all are poorly maintained and are not clean. The outdoor playground has several potholes which limits opportunities for pupils to play safely. The boys say that they would like cleaner accommodation and a safer outdoor play area and the inspection findings are in accord with this.

### **Provision of information**

Almost all the required information is provided for parents, carers and others through the parents' handbooks and prospectuses. However, in the boys' school, particulars of policies on bullying and the promotion of good behaviour are not provided.

### **Manner in which complaints are to be handled**

The complaints policy and procedures meet all the regulations.

### **Effectiveness of the Early Years Foundation Stage**

Leadership and management of the Early Years Foundation Stage are inadequate because safeguarding procedures are not secure. Thus, the overall effectiveness of the Early Years Foundation Stage is inadequate. The designated person for child protection on the main site, which includes this provision, has not undertaken the required refresher training. The provision has, however, been significantly improved since the last inspection and is satisfactory in quality. Children in the nursery and reception classes now follow the full Early Years Foundation Stage curriculum. Children are kept safe on a day-to-day basis. The progress the children make

towards reaching the early learning goals is satisfactory. Outcomes are satisfactory. The teaching of Hebrew characters on first admission delays the development of literacy skills in English but children catch up so that by the end of the Reception year, children reach the expected goals in all the six areas of learning.

Children enjoy excellent relationships with adults in the very pleasant learning environment and this enables them to settle quickly and feel safe, happy and confident. Staffing ratios are high and day-to-day contact with parents and carers is very good. Resources are good in some respects but access to outdoor play is only in planned sessions as the accommodation for the Early Years Foundation Stage is not at ground level. Nevertheless, children are given plenty of opportunity to play and develop their physical skills. They learn about healthy eating and practise religious routines at snack and lunchtimes. There is a good mix of adult-led and child-initiated activities. Children are given opportunities to investigate and explore independently, guided appropriately by good quality interactions with adults. Staff meet together regularly to plan activities but do not always give sufficient attention to the assessment of individual children's progress in order to inform future planning.

## **Compliance with regulatory requirements**

The proprietor has ensured that the school meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations'), with the exception of those listed below.)

The school does not meet all requirements in respect of the quality of education provided (standards in part 1) and must:

- ensure that there are suitable plans and schemes of work in place for all secular subjects (paragraph 2(1))
- ensure that the curriculum gives all pupils of compulsory school age experience in the following areas of learning: technological, scientific, and aesthetic and creative (paragraph 2(2)(a))
- ensure teaching enables pupils to acquire new knowledge and make progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraph 3(a))
- ensure teachers show a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensure these are taken into account in the planning of lessons by making better use of information from assessments (paragraph 3(d))
- ensure that classroom resources are of an adequate quality, quantity and range and are used effectively (paragraph 3(f))



- ensure that there is a framework in place to assess pupils' work regularly and thoroughly and that information from such assessment is used by teachers to track pupils' progress (paragraph 3(g)).

The school does not meet all requirements in respect of provision for welfare, health and safety of pupils (standards in part 3) and must:

- have regard to guidance issued by the Secretary of State by ensuring that the training of the designated persons for child protection on both sites is fully up to date (paragraph 7)
- ensure that on both sites there is a written policy to promote good behaviour which sets out the sanctions to be adopted in the event of pupils misbehaving, and that the policy is implemented effectively across the provision (paragraph 9)
- ensure that on both sites there are effective procedures to prevent bullying which have regard to the DfE guidance *Behaviour and discipline in school – a guide to headteachers and school staff* (paragraph 10)
- ensure that on both sites records are kept of risk assessments undertaken of the premises and equipment which have regard to the DfE guidance (paragraph 11)
- ensure that on both sites there are effective risk assessments undertaken for ensuring pupils' health and safety on educational visits which have regard to DfE guidance (paragraph 12)
- ensure that on both sites a log of fire drills is kept and that there is a policy on fire prevention and training on fire safety for staff in compliance with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13)
- ensure that on both sites there is a record of the sanctions imposed upon pupils for serious misbehaviour (paragraph 16).

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- ensure classrooms and other parts of the school on both sites are maintained in a tidy, clean and hygienic state (paragraph 23(m))
- ensure a satisfactory standard and adequate maintenance of decoration of premises and accommodation on both sites (paragraph 23(p))
- ensure that the outdoor play areas on both sites are safe for pupils' play (paragraph 23(s)).

The school does not meet all requirements in respect of the provision of information (standards in part 6) and must:

- provide to all parents, parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate

particulars of policies relating to bullying and the promotion of good behaviour (paragraph 24(1)(b)).

## Inspection judgements

|             |      |              |            |
|-------------|------|--------------|------------|
| outstanding | good | satisfactory | inadequate |
|-------------|------|--------------|------------|

### The quality of education

|  |  |  |  |   |
|--|--|--|--|---|
| Overall quality of education   |  |  |  | √ |
| How well the curriculum and other activities meet the range of needs and interests of pupils |  |  |  | √ |
| How effective teaching and assessment are in meeting the full range of pupils' needs         |  |  |  | √ |
| How well pupils make progress in their learning  |  |  |  | √ |

### Pupils' spiritual, moral, social and cultural development

|  |  |   |  |  |
|--|--|---|--|--|
| Quality of provision for pupils' spiritual, moral, social and cultural development |  | √ |  |  |
| The behaviour of pupils  |  | √ |  |  |

### Welfare, health and safety of pupils

|  |  |  |  |   |
|--|--|--|--|---|
| The overall welfare, health and safety of pupils |  |  |  | √ |
|--|--|--|--|---|

### The quality of the Early Years Foundation Stage provision

|  |  |  |   |   |
|--|--|--|---|---|
| Outcomes for children in the Early Years Foundation Stage                          |  |  | √ |   |
| The quality of provision in the Early Years Foundation Stage                       |  |  | √ |   |
| The effectiveness of leadership and management of the Early Years Foundation Stage |  |  |   | √ |
| Overall effectiveness of the Early Years Foundation Stage                          |  |  |   | √ |

## School details

|   |   |           |            |
|---|---|-----------|------------|
| <b>School status</b>  | Independent   |           |            |
| <b>Type of school</b>   | Jewish day school   |           |            |
| <b>Date school opened</b>   | 1980  |           |            |
| <b>Age range of pupils</b>  | 3-16 years  |           |            |
| <b>Gender of pupils</b>   | Mixed   |           |            |
| <b>Number on roll (full-time pupils)</b>                              | Boys: 47  | Girls: 75 | Total: 122 |
| <b>Number of pupils with a statement of special educational needs</b> | Boys: 0   | Girls: 0  | Total: 0   |
| <b>Number of pupils who are looked after</b>                          | Boys: 0   | Girls: 0  | Total: 0   |
| <b>Annual fees (day pupils)</b>                                       | £2,490 - £4,500   |           |            |
| <b>Address of school</b>  | Beis Menachem<br>Park Lane<br>Broughton Park<br>Salford<br>Lancashire<br>M7 4JD |           |            |
| <b>Telephone number</b>   | 0161 795 0002   |           |            |
| <b>Email address</b>  | oyylubavitch@btconnect.com  |           |            |
| <b>Headteacher</b>  | Girls - Mrs J Hanson<br>Boys - Rabbi Cohen                                      |           |            |
| <b>Proprietor</b>   | Rabbi D Hickson   |           |            |

**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.**

4 November 2011

Dear Pupils,



**Inspection of OYY Lubavitch School, M7 4JD**

Thank you for making my colleague and me so welcome when we visited your school. We really enjoyed our visit. These are the findings from the inspection. You receive a quality of education that is mostly satisfactory for the girls but which falls short for the boys and so is inadequate overall. The school does not provide you with sufficient time and opportunities to learn about other areas of learning apart from your Jewish studies and aspects of English and mathematics. This means that you make inadequate progress overall. The youngest children make satisfactory progress.

We particularly enjoyed observing you in class, having discussions with you and looking at your work. We know you are proud of your school and what you achieve in the *Kodesh* (Jewish Studies) work. You all get on well and like being in school because of the help you get with your work. The oldest girls like their citizenship lessons very much. Many of you like physical education and history lessons. You behave well and you play very happily with each other. You develop a good range of personal qualities. We know the youngest children like playing with the older pupils. You make yourselves useful and you are very polite and welcoming to visitors. The older boys would like a brighter and cleaner school and a suitable and safe place to play games and we agree.

Your headteachers and staff want to have better resources to help you learn. We have asked the leaders to make sure you all have more experiences in science, technology and art and to let you know how well you are doing in these and in other subject areas. We have also asked the leaders to make sure the premises and accommodation at the boys' school is brought up to a good standard and that it is always kept clean and tidy. We have also asked them to repair the boys' playground. I hope you continue to enjoy your time at OYY Lubavitch School. You can all help by continuing to behave well and showing such enthusiasm for your learning.

Yours sincerely

Sheila Boyle  
Lead inspector