

OYY Lubavitch Girls' School

Beis Menachem, Park lane, Broughton Park, Salford, M7 4JD

Inspection dates 17–19 March 2015

Overall effectiveness	Good	2
Leadership and management	Good	2
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Good	2
Achievement of pupils	Good	2
Early years provision	Requires improvement	3

Summary of key findings

This is a good school

- Boys and girls in the primary and secondary departments achieve well and make good progress because teaching is consistently good.
- Pupils are provided with a good range of subjects and activities that captivate their interest. The programme of studies is exceptionally well developed in the boys' school.
- Behaviour is outstanding and pupils' attitudes to learning are exemplary.
- Systems to keep pupils safe are robust. As a result, pupils say that they feel safe and secure.
- Spiritual, moral and social development is promoted well. Boys and girls are well-prepared for life in modern Britain.
- Good leadership and management have ensured substantial improvements in pupils' achievement and the quality of teaching, particularly in the boys' department since the last inspection.
- The proprietor consistently challenges senior leaders to improve. As a result, all the independent school standards are met.

It is not yet an outstanding school because

- Arrangements for improving the quality of teaching to outstanding are not sufficiently developed, especially in the girls' department and early years.
- Marking does not always give pupils clear guidance on areas to improve.
- Provision for information and communication technology (ICT) is underdeveloped in the girls' primary department.
- The range of resources is not wide enough to facilitate outstanding learning.
- Activities for children in the early years are not always planned to help stretch them in their learning.
- Children in the early years do not have opportunities to gain English literacy skills early enough.

Compliance with regulatory requirements

- The school meets the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors visited a number of classrooms and observed pupils' learning. They scrutinised pupils' work and held meetings with senior leaders, the proprietor, governors, staff and pupils.
- The school's documentation was checked, including schemes of work, teachers' planning, assessment records and records pertaining to safeguarding, welfare, health and safety. The inspectors checked the school's compliance with the regulations for independent schools.
- Eleven responses to the on-line questionnaire (Parent View) were considered during this inspection. The inspectors also considered 22 questionnaires returned by staff.

Inspection team

Chanan Tomlin, Lead inspector	Additional Inspector
Susan Walsh	Additional Inspector

Full report

Information about this 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 is owned and maintained by the Lubavitch community and admits pupils from Manchester and other areas in the north west of England.
- The school was registered in 1997 as an independent day school for girls aged from three to 16 years and for boys aged from three to five years. In 2010, the registration was extended to include boys on a separate site.
- There are currently 122 pupils on roll including 21 full time children in the early years; 16 of these children are in receipt of public funding.
- No pupil has a statement of special educational needs or an education, health and care plan. No pupil is disabled. Ten pupils speak English as an additional language.
- There are no middle leaders or teaching assistants.
- The school does not use any off-site alternative providers. Physical education for pupils in the secondary department takes place at a local leisure centre.
- 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'.
- The school's last standard inspection was in November 2011. During this inspection, the school was found to have failed many regulations and was graded as inadequate. Subsequently, a progress monitoring inspection was conducted in July 2012. On this visit, the school was found to have made good progress in implementing its action plan and to have met all regulatory requirements.

What does the school need to do to improve further?

- Improve the impact of leadership and management especially in the girls' department and early years by:
 - providing teachers with a greater understanding of how to achieve outstanding learning
 - ensuring that the school's marking scheme is implemented consistently
 - improving provision for ICT, especially in the girls' primary department, and ensuring that it is used to best effect across all subjects and year groups.
- Improve the quality of teaching by using a wider range of resources to support learning.
- Improve outcomes for children in the early years by:
 - ensuring that all activities, both indoors and outdoors, are carefully planned to help children learn and that adults have the skills to always support children's learning
 - increasing opportunities at an earlier stage of children's development to develop their skills in English literacy
 - using information about children's achievements and development more effectively to inform planning.

Inspection judgements

The leadership and management

are good

- Good leadership and management ensures that all primary and secondary pupils make good progress in all subjects, including English and mathematics.
- The leadership of teaching is good. Leaders and managers have created a drive among staff to raise levels of achievement for all pupils and groups of pupils. This results in consistently good teaching and achievement in the primary and secondary departments, but does not impact sufficiently to ensure outstanding standards.
- Teachers in the boys' department have been provided with some high-quality training and this has enabled them to improve the methods that they use to help pupils learn. Training for teachers in the girls' department and the early years is less well developed.
- Systems for tracking achievement and progress are effective for all subjects. Tracking helps teachers and senior leaders to identify any underachievement and to adjust lesson planning accordingly.
- Leaders and managers ensure that teachers always mark pupils' work. However, marking schemes are not implemented consistently. As a result, pupils are not always clear about the areas that they need to improve.
- Leaders and managers communicate high expectations to teachers and have successfully created a school where pupils are keen to make good progress and behaviour is outstanding.
- Senior leaders have created a development plan that sets out clear actions to improve the school within a realistic timescale. This helps senior leaders focus on what needs to be done to raise standards for all pupils.
- Senior leaders promote equal opportunities effectively, tackle discrimination and foster good relations amongst everyone.
- The school promotes the spiritual, moral, social and cultural development of pupils very well. Pupils grow in self-esteem and self-confidence through organising school shows and taking part in *'mitzvot'*, outreach activities when they help unaffiliated Jews connect with their heritage.
- Staff act as good role models; they encourage pupils to be respectful and mindful of others' needs. The impact of this is that pupils understand what is right and wrong and interact with each other in an atmosphere of mutual respect.
- Provision for citizenship throughout the school is good. It is especially well-developed in the girls' secondary department where pupils learn about the government, legal system, multi-culturalism, equality, immigration and other important topics very effectively. Older girls have benefited from visits from representatives of the major political parties, and a local businessman who helped them learn about business law. They have visited a polling station, courts of law and recycling plants. The impact of the school's emphasis on helping pupils learn about British culture is that pupils are well prepared for life in modern Britain.
- Pupils learn about other faiths and cultures well through personal, social and health education (PSHE), history, geography, English and citizenship. As a result, they are interested in other people's beliefs and customs and respect people that are different from them.
- Learning opportunities are good. The school offers a wide range of subjects that capture pupils' interest and help them achieve well. Provision for ICT as a discreet subject is good in all departments except in the primary girls' where it is less well-developed. As a result, pupils lose some opportunities to improve their ICT skills in word processing and web research.
- Pupils in the secondary departments receive effective careers advice and guidance from teachers and senior leaders. This helps them make informed and well-considered decisions about their future.
- Leaders and managers ensure that all of the independent school standards are fully met.
- The proprietor has established very good policies and procedures that help keep pupils safe; these fully meet the most recent guidance. Arrangements for the recruitment of new staff are robust. Safeguarding procedures fully meet the requirements. The school works well with external agencies to ensure that pupils are safe.
- **The governance of the school:**
 - The proprietor and governors are very involved in all aspects of the school's activities. They are fully aware of the quality of teaching, how well pupils are achieving and how teachers are helped to improve.
 - The proprietor and governors hold leaders and managers to account for all aspects of their work, challenging them on school improvement and providing them with high levels of support. This helps

generate a successful drive amongst all staff to secure high standards of personal development and good achievement for pupils.

- The proprietor is very committed to raising standards and helping pupils succeed in their learning. The proprietor constantly monitors the progress of all pupils and groups of pupils to ensure that everything is done to overcome barriers to learning.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of pupils is outstanding. Pupils are always fully engaged in lessons and extremely excited to learn new things. As a result, they work hard to produce good amounts of high quality work. This helps them achieve well and make good progress in their learning.
- Pupils participate fully in discussions and enjoy debating among themselves and with their teachers. For example, during a Year 2 boys' *chumash* (Torah) lesson, pupils asked intelligent questions and took part in an avid discussion about the verses that they were learning. Pupils are always very keen to discuss what they are learning with each other and to help each other whenever they can.
- Pupils are very welcoming and courteous when people visit the school. They are articulate and proudly share their positive attitudes about school with visitors.
- Pupils feel that they are part of a vibrant school community. A pupils' council in the boys' department gives them opportunities to share their views and contribute ideas about school improvement. Older girls help plan and organise all stages of residential trips every year; these trips contribute to a genuine feeling of unity and togetherness among pupils. Pupils contribute to the wider community through activities such as very successful charity events.
- Pupils work very well on their own and persevere to figure things out for themselves. For example, Year 10/11 girls worked hard to translate and explain lectures given by the previous Lubavitcher Rabbi in Yiddish. Year 8 boys persevered whilst binding intricate knots on 'tzitzis' (fringes for religious garments) during a design and technology lesson.
- Pupils learn about differences between people and demonstrate respect for all people, regardless of their ethnicity, faith or sexual orientation. The impact of this is that they are friendly and welcoming and see everyone as equal.

Safety

- The school's work to keep pupils safe and secure is outstanding. Pupils are always comfortable to turn to staff whenever they need assistance because they know that they will always be listened to and supported effectively. The impact of this is that pupils say that they feel safe, secure and very well cared for.
- The health and safety policy is robust and includes procedures for educational visits and risk assessments. The school has a good level of fire safety; all equipment is checked regularly and a fire risk assessment was conducted recently.
- Pupils learn about all of the different forms of bullying and the damage that it can cause. Pupils say that they get along together very well. They can tell when a pupil is being mistreated by friends and take measures to ensure that this stops immediately through reporting all incidents to teachers or senior staff. As a result, bullying in all departments is very rare.
- Parents and external agencies say that the school is a very safe environment for children. Attendance has been consistently above average for all departments since the last inspection. The school day and all lessons always start punctually
- All of the standards relevant to behaviour and safety are met.

The quality of teaching

is good

- Good teaching ensures that all pupils achieve well in speaking, reading, writing and mathematics. Teachers have a thorough understanding of pupils' needs and aptitudes. Consequently, they provide work that is demanding and provides high levels of challenge for all pupils.
- Teachers have high expectations of work and behaviour and establish very positive relationships with pupils.
- The teaching of reading is good and enables all pupils to make rapid progress. Pupils read frequently and widely, both in school and at home. Most pupils are reading above the levels expected for their ages.
- Teachers promote pupils' speaking and listening skills consistently. The teaching of writing is good.

Mathematics is taught exceptionally well in all departments.

- Teachers' subject expertise is used very effectively to help pupils learn well. However, teachers do not always use a wide enough range of resources to fully captivate pupils' interest and to raise standards of learning even further. Also, teaching of ICT in the girls' primary department does not ensure it is used to good effect in all subjects.
- Pupils complete good amounts of work in English and mathematics. Homework is regularly set to build on pupils' knowledge in all subjects and to consolidate learning.
- Teachers demonstrate good questioning skills that develop pupils' reasoning and deepen their understanding. They listen to pupils' responses carefully and quickly analyse whether pupils' knowledge needs consolidating or extending. Teachers check on pupils' work frequently and provide instant feedback to help them improve.
- The teaching of less-able pupils is good because good systems are in place in all departments to address their needs effectively. As a result, they receive the support and individual attention that they need to achieve well in all subjects. The most able pupils are taught well and receive high levels of challenge as do those pupils with English as an additional language. This helps them make consistently good progress.
- There are examples of detailed and helpful comments in pupils' work that show pupils exactly what to do to improve. Evidence shows that pupils act on these comments. However, the quality of marking is inconsistent and this is a contributing factor to teaching that is not outstanding.
- Good systems in all departments enable teachers to identify pupils who are at risk of underachieving in any subjects. As a result, teachers have the information that they need to help pupils make consistently good progress in all subjects.
- The school meets the independent school standards relating to learning opportunities, teaching and personal development.

The achievement of pupils

is good

- Based upon their starting points, all groups of pupils achieve well in the primary and secondary departments and make good progress in all of the required areas of learning. This is because all subjects are supported with good planning and schemes of work, and progress is checked effectively against pupils' individual learning targets. As a result, pupils are well prepared for the opportunities, responsibilities and experiences of life in Britain.
- Pupils are challenged well according to their abilities in all subjects through effective teaching. As a result, pupils that find learning difficult, those that are more able and those who speak English as an additional language achieve well and make consistently good progress.
- Pupils make good progress in all subjects. This is because teachers are always careful to ensure that they have a good grasp of what has been learned before presenting pupils with more demanding material.
- All pupils in Key Stages 1 and 2 make good progress in all subjects, especially in mathematics where progress for many is outstanding. Evidence from pupils' work shows that this is the case.
- Pupils make rapid progress in reading because reading skills are taught systematically, with consistent emphasis on developing pupils' comprehension of the text and the breadth and depth of vocabulary. Overall, achievement for pupils when they reach the end of Key Stage 2 in all subjects, including reading, is good.
- Pupils continue to make good progress in all subjects in Key Stages 3 and 4. Many pupils make outstanding progress in history and Modern Hebrew. By the end of Key Stage 4, most pupils achieve standards that are above the national averages in many subjects.
- A high proportion of pupils in Key Stage 4 achieve outstanding GCSE results in English, mathematics, history and Modern Hebrew.
- Pupils that are more able receive high levels of challenge through suitably organised tasks, activities and extra tuition. This helps them achieve well in all subjects.
- Achievement for children in the early years requires improvement. This is a contributing factor to overall achievement that is good but not outstanding.
- Boys and girls say that they enjoy mathematics better than English and this is reflected in mathematics results that are higher than those of English. This is another contributing factor to achievement that is good overall but not outstanding.
- The school meets the requirements of all the independent school standards related to the quality of the education provided.

The early years provision**requires improvement**

- Although provision in the early years requires improvement, this does not adversely impact on the overall effectiveness of the school which is good. All the requirements of the early years and independent schools standards are met.
- Children make good progress in relation to their varying starting points towards achieving the early learning goals, with the exception of literacy. They join the nursery with personal, social and emotional skills appropriate for their age and make good progress throughout the nursery and reception. This is reflected in the confidence children in reception have when speaking to visiting adults and their awareness of the needs of others.
- The quality of teaching is not consistently good. Teaching, both indoors and outdoors, is not always planned to provide a good balance of activities covering all areas of learning. The current premises cannot facilitate easily a programme of free flow activities between the indoor and outdoor areas.
- Leadership and management of the early years require improvement. Leaders have not placed enough emphasis on self-review; and written management plans to further improve the provision are only basic.
- Children's progress towards expected goals is tracked thoroughly. However, this information is not analysed sufficiently to help teachers plan lessons that accelerate pupils' progress.
- The range of resources to facilitate outstanding indoor and outdoor learning is not wide enough and activities are not always planned with a clear learning intention. As a result, although children enjoy activities, on occasions they are not purposefully occupied and some opportunities for learning are missed.
- Children start learning how to recognise Hebrew letters and vowels as soon as they start at the setting. This helps them make good progress and most read Hebrew competently by the time they join Year 1. English literacy is only taught with sufficient depth during the second half of the reception year when children have mastered Hebrew. Records show that gaps in English literacy close for children whilst they are in Year 1.
- The proportion of children on track to join Year 1 with an overall good level of development compares favourably with that expected nationally.
- Children's behaviour is consistently good. Children enjoy good relationships with adults in a very pleasant learning environment and this enables them to settle quickly and feel safe, happy and confident. The setting ensures that children are properly safeguarded. Partnerships with parents and the local community are strong.
- Children begin to appreciate that people have different beliefs and cultures by learning about the different people that live in modern Britain.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	106004
Inspection number	454246
DfE registration number	355/6028

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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.

Type of school	Jewish independent day school
School status	Independent school
Age range of pupils	3–16
Gender of pupils	Boys/Girls (Separate arrangements)
Number of pupils on the school roll	122
Number of part time pupils	0
Proprietor	OYY Lubavitch Girls' School Ltd
Chair	Rabbi David Hickson
Headteacher	Mrs Janet Hanson
Date of previous school inspection	2–3 November 2011
Annual fees (day pupils)	£6,240
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