

Oholei Yosef Yitzchok Lubavitch Schools

Beis Menachem, Park Lane, Broughton Park, Salford, Lancashire M7 4LH

Inspection dates

28 March 2017

Overall outcome

The material change has already been implemented.

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2, 3 and 4.

- Leaders and teachers have developed good schemes of work for each subject. These schemes match the guidance provided by the school's curriculum policy, which, in turn, reflects the school's ethos. Pupils generally take part in their religious studies throughout the morning and study the core, secular curriculum in the afternoon. The policy includes the full range of pupil experiences that independent schools are required to provide for their pupils.
- Teachers plan lessons well to meet the needs of all abilities in the class. Topics and activities are interesting and resources are of good quality. Teachers demonstrate a good understanding of the subjects they teach.
- Behaviour in lessons and around the school is very good. Pupils have very positive attitudes to their learning. They move around the school calmly and politely. They play well together and show great enthusiasm when taking part in group activities.
- Pupils' numerical, literacy, speaking and listening skills are developed throughout the curriculum.
- The personal, social, health and economic (PSHE) education is well planned to include a wide range of topics that will help pupils become high-performing, healthy and confident young people.
- Teachers make weekly evaluations of the achievements of every pupil. Their evaluations for English and mathematics are recorded on a weekly report card. The headteacher signs each card and it is sent home every week for parents to see. Teachers also record dates when each child masters a part of the curriculum in their secular studies. These are the two main sources of information available to parents, teachers and school leaders that help them to know how well pupils are progressing.
- Although numbers of pupils taking external examinations in 2016 were small, it is clear that pupils in Year 6 attained high standards. The attainment of pupils in Year 11 was broadly average; however, this was from low starting points, so they made good progress.
- Pupils' spiritual, moral, social and cultural development is excellent. Pupils are

outstanding role models for other children; they have strong religious conviction and live happily and successfully in modern Britain. Pupils have a good understanding of different faiths and know that many people in Britain do not have religious faith. They can describe the differences between religions and also similarities within them. They know that not all children will have the same family structure to theirs. These differences would not diminish their very high moral standards, which include tolerance and respect.

- Pupils are given good, impartial careers guidance which is appropriate to their age. Successful and high-achieving representatives of a wide range of professions and careers are invited to speak to pupils. Pupils are inspired by these talks and are made aware of the diverse range of careers they could follow. Even younger pupils know, in general terms, the routes they would need to take to achieve their dream job.
- The school wishes to extend the age range for pupils to include 17-year olds. Leaders have demonstrated that they have the capacity to meet the educational and welfare needs of 17-year-olds.
- The standards in this part are likely to continue to be met.

Part 3. Welfare, health and safety of pupils

Paragraphs 11, 12 and 16.

- Leaders have developed and implemented an effective health and safety policy. It sets clear expectations of actions that staff should take to ensure that pupils learn safely. Procedures are tailored precisely to the school's environment and any potential risks from beyond the school's boundary.
- Risk assessments are made to identify potential risks to pupils and detail control measures to minimise risk. Risk assessments are written for all parts of the school and for school trips and visits. Teachers carry out risk assessments for learning activities that could cause harm to pupils. They take action to reduce any identified risks. However, teachers do not currently record these assessments and responses. Consequently, school leaders cannot easily monitor the quality of this work.
- Leaders have responded quickly and in full to a fire risk assessment commissioned before pupils started attending school in this building. Exit routes are clearly marked. Fire equipment is suitable and checked. Staff have received appropriate training. Since opening the site, leaders have evaluated practice evacuations. These established that pupils can evacuate the premises quickly and safely. Leaders comply with fire regulations.
- The leader's safeguarding policy is of high quality. It clearly states the roles, responsibilities and expectations of all staff. The policy gives good advice to adults, raising their awareness and giving them clear guidelines on how they should react if they had a concern about a child's safety. It contains important contact details of different agencies that have responsibilities to protect children.
- The school does not have a website. Prospective and existing parents are given a school prospectus. This includes a list of documents that will be issued to parents and a list of documents that are available to parents on their request. The school's safeguarding policy is available to parents on request.

- Leaders and teachers are diligent in ensuring that pupils are safe.
- The standards in this part are likely to continue to be met.

Part 5. Premises of and accommodation at schools

Paragraphs 22 to 31

- The conversion of the existing building is of high quality. Although rooms and corridors are smaller than normally seen in schools, they are bright and stimulating. Stairs and floor coverings are safe, durable and easily maintained.
- In addition to classrooms, there are many spaces that can be easily adapted to perform a range of functions. These include spaces for science and artwork, a library and meeting rooms.
- The newly built extension provides an excellent addition to the original building. This large space is adaptable and includes a large soundproofing partition between the space used for children aged from two to five and a large space normally used as a school hall and dining room. The external walls are made of glass and there is direct access to suitable play areas.
- The early years area and classrooms are well resourced with good-quality materials. Children have easy direct access to a good outdoor play area. The glass wall promotes continuous learning between the indoor and outdoor learning spaces.
- Site security is of a very high standard. This provision includes cameras, substantial external lighting and tightly controlled site access.
- Provision has been made for pupils to undertake both indoor and outdoor physical education lessons. Changing and showering facilities are provided for pupils. In addition, there is a suitable outdoor space for pupils to meet, socialise and get fresh air during their breaktimes.
- Toilets are suitable for the full age range of pupils on the site. There is a good water system which supplies safely regulated hot water for washing and suitable drinking water. These supplies are marked clearly. Toilets are well maintained.
- Adaptable provision to look after sick pupils is near to good toilet facilities and pupils can be supervised by staff. In addition, and if required, the staff room can be easily adapted to provide a suitable private space for the medical examination of pupils.
- Pupils' health, safety and welfare are assured because leaders ensure that key aspects of provision are of high quality. These include buildings, resources, maintenance and cleaning routines and procedures to identify and reduce risk.
- The standards in this part are likely to continue to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- School leaders have managed the transition of the main school to this new site very well. They have ensured that high-quality education was maintained throughout the period when both teachers and pupils settled into their new environment. The main school is a bright, colourful and stimulating place.
- Previously, the school met all of the independent school standards. Leaders have

ensured that they are likely to continue to meet these standards and that pupils' well-being is assured.

- The standards in this part are likely to continue to be met.

Schedule 10 of the Equality Act 2010

- The school promotes understanding, respect and tolerance of people protected under the Equalities Act 2010. This is achieved through planned programmes of work delivered through the school's religious curriculum, their PSHE and citizenship curricula. All staff have high expectations of the way pupils should behave and staff themselves are excellent role models. The school has a current accessibility plan.

Statutory requirements of the Early Years Foundation Stage

- Staff are well trained to meet the needs of children within the early years provision. Leaders ensure that there is always the correct ratio of staff on duty. Those staff working with two-year-olds meet the training requirements.
- The environment is big, bright and well resourced. Children are clearly happy as they work and play in both indoor and outdoor spaces. Adults are attentive to children's needs and learning is well planned.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

| | |
|-------------------------|----------|
| Unique reference number | 106004 |
| DfE registration number | 355/6028 |
| Inspection number | 10033845 |

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's compliance with the independent school standards relevant to the material change that the school has applied to make.

| | |
|--------------------------------------|--|
| Type of school | Jewish independent day school |
| School status | Independent school |
| Proprietor | OYY Lubavitch Girls' School Ltd |
| Chair | Rabbi D Hickson |
| Headteacher | Mrs J Hanson |
| Annual fees (day pupils) | £1,500 to £6,240 |
| Telephone number | 0161 705 0483 |
| Email address | oyylubavitch@gmail.com |
| Date of previous standard inspection | 17–19 March 2015 |

Pupils

| | School's current position | School's proposal | Inspector's recommendation |
|-------------------------------------|---------------------------|-------------------|----------------------------|
| Age range of pupils | 2 to 16 | 2 to 17 | 2 to 17 |
| Number of pupils on the school roll | 124 | 150 | 150 |

Pupils

| | School's current position | School's proposal |
|---|---------------------------|-------------------|
| Gender of pupils | Mixed | Mixed |
| Number of full-time pupils of compulsory school age | 126 | 150 |

| | | |
|--|---|----------------|
| Number of part-time pupils | 0 | 0 |
| Number of pupils who have special educational needs and/or disabilities | 1 | Not applicable |
| Of which, number of pupils with a statement of special educational needs or an education, health and care plan | 1 | Not applicable |
| Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan | 0 | Not applicable |

Staff

| | School's current position | School's proposal |
|---|----------------------------------|--------------------------|
| Number of full-time equivalent teaching staff | 8 | Not applicable |
| Number of part-time teaching staff | 27 | Not applicable |
| Number of staff in the welfare provision | 0 | Not applicable |

Information about this school

- OYY Lubavitch Schools is a Jewish day school which is based on two sites. The main site on Bury New Road accommodates boys and girls up to the age of five. Year 1 and older boys are then educated at the school's other site, which is close by. Girls stay at the Bury New Road site throughout their time at OYY Lubavitch.
- The new site comprises of a converted and modernised Victorian building, a new extension, an area for outdoor physical education and outside areas for pupils to play and socialise.
- OYY Lubavitch Schools has an ethos based on the teachings of the Lubavitch movement. 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 is owned and maintained by the Lubavitch community and admits pupils from Manchester and other areas in the north west of England.
- One pupil has a statement of special educational needs and/or disability.

Information about this inspection

- This inspection was commissioned by the Department for Education to advise it on the suitability of the school's application to materially change three aspects of its provision; the change of main school site, an extension to the school's age range to 17 and an increase of the maximum number on roll to 150 pupils.
- The inspection took place at the school's new main site at Bury New Road, Manchester. The school has been operating from there since 1 December 2016. Pupils at school on the day of the inspection ranged from those children in the early years setting through to Year 6 pupils. Key stage 3 and 4 pupils were on holiday.
- The inspector spoke to the headteacher and the acting headteachers of both the girls' and boys' schools. The inspector scrutinised a wide range of school documentation including risk assessments and pupil achievement information.
- The inspector evaluated a range of aspects relating to the suitability of the building and the site.

Inspection team

Neil Mackenzie, lead inspector

Her Majesty's Inspector

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