

# Inspection of OYY Lubavitch Boys School

4, Upper Park Road M7 4HL

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Inspection dates:

20 to 22 June 2023

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## Overall effectiveness

## Requires improvement

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

**Yes**

## **What is it like to attend this school?**

Pupils are happy and enjoy spending time in school. Pupils reported that the small size of the school helps them to get to know each other well. They have positive relationships with each other and with their teachers. Pupils feel that staff care for them well.

Leaders have high expectations of pupils' behaviour. Pupils rise to these expectations. They behave well in lessons and around the school. Pupils are kind to each other. They learn about differences between people.

Pupils feel safe in school. On the very rare occasions on which bullying occurs, leaders deal with these incidents effectively. Pupils feel confident to speak with any adult in school if they are worried or concerned about anything.

Leaders want all pupils to do well. However, some pupils do not learn as well as they should in some subjects. This is because there are weaknesses in how well some secular subjects are designed and delivered.

Pupils benefit from a wide range of activities, such as chess, cricket, football and outdoor learning. These activities help them to develop their self-confidence and self-esteem. Pupils spoke enthusiastically about raising money for charity. Older pupils enjoy taking on responsibilities, such as being school councillors.

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

Leaders have been successful in combining the Kodesh (faith) curriculum with the Chol (secular) curriculum. Overall, the secular curriculum covers a suitable range of subjects. However, leaders are in the process of developing the school's secular curriculum. Some secular subjects are well designed, and they enable pupils to build their knowledge in a logical order. However, some other secular subjects are at an earlier stage of development. These subjects lack clarity about what pupils need to learn and when they should gain this knowledge. In these subjects, some pupils do not achieve as well as they should.

In some secular subjects, teachers have secure knowledge to teach the curriculum content. Teachers use leaders' assessment strategies well to check on pupils' learning and to address pupils' misconceptions. However, in other secular subjects, some teachers are still developing their subject knowledge. Consequently, the curriculum is not delivered as well as it could be. Additionally, in some secular subjects, some staff do not deliver the subject curriculums in the intended order. As a result, in these subjects, pupils do not acquire the depth of knowledge that they should.

Pupils with special educational needs and/or disabilities (SEND) follow a similar curriculum to their peers. Leaders identify the needs of pupils with SEND quickly.

Leaders provide staff with the information that they need to support these pupils in class. This helps pupils with SEND to achieve well overall.

Leaders have raised the profile of reading across the school. Pupils have more opportunities to read for pleasure than they did in the past. Staff offer extra support to pupils across the school who find reading more difficult. This is helping pupils to catch up.

Leaders have improved the phonics programme. However, some staff do not deliver the phonics programme consistently well. They have not been sufficiently trained to develop the necessary expertise. Consequently, some younger pupils do not securely build on the phonic knowledge that they have gained before they join the school.

Leaders have improved the design of the personal, social and health education (PSHE) curriculum. This is delivered as part of the Kodesh curriculum and through secular subjects. Pupils learn about democracy and the difference between right and wrong. Leaders provide opportunities for pupils to learn about different faiths. Pupils learn about relationships and sex education in age-appropriate ways. This helps pupils to be prepared for life in modern Britain.

Typically, the school is calm and orderly. Pupils settle quickly into lessons. There is very little disruption. This means that pupils are able to work hard.

Leaders ensure that older pupils receive helpful, impartial careers advice and guidance. Employers visit the school to speak with pupils about potential careers. Leaders organise workplace visits for pupils in key stage 4. This successfully helps to inform pupils of their next steps in education, employment or training.

Staff enjoy working at the school. They said that they feel valued by leaders and by the proprietor. Leaders are considerate of staff's well-being and they are conscious of staff's workload.

Leaders, including the members of the proprietor body, are committed to the ethos of the school. Members of the proprietor body have regular contact with leaders through informal conversations and meetings. They support leaders well. However, the minutes of governing body meetings lack detail. This makes it harder for members of the proprietor body to ensure that the actions agreed upon have been carried out by leaders.

Members of the proprietor body and leaders are aware of their responsibility to ensure that the school meets the independent school standards ('the standards') consistently and securely. Leaders have secured recent improvements to the school's premises, including fire safety. They appreciate that there is still much to do. The school meets all of the standards. The accessibility plan complies with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

The safeguarding policy reflects statutory guidance and is available to parents and carers on request. There is a culture of vigilance in the school. All staff receive up-to-date safeguarding training. Adults know how to spot the signs that pupils may be at risk of harm, and they report any concerns swiftly. Records about pupils' welfare and safety are detailed. Leaders work effectively with external agencies to ensure that pupils and their families are well supported.

Leaders monitor pupils' attendance closely. They check on pupils' welfare if they are absent from school. Pupils learn about the dangers of alcohol and drug misuse. They learn how to keep themselves safe online and when they are out and about in the local area.

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

### **(Information for the school and proprietor)**

- In some subjects, leaders have not thought carefully enough about the knowledge that pupils should learn and the order in which curriculum content should be taught. This hinders pupils' learning. Leaders should ensure that they finalise their curriculum thinking in these remaining subject areas so that pupils learn effectively.
- Some staff lack the experience and expertise to deliver the curriculum, including the phonics programme, consistently well. This results in some pupils not gaining the knowledge that they need to be successful in their learning, including in reading. Leaders should ensure that they provide staff with the support that they need to develop their subject expertise to deliver the curriculum, including the phonics programme, consistently well.
- In one or two secular subjects, the intended curriculum is not delivered in the order that leaders intend. This means that some pupils do not gain all the knowledge that leaders want them to know. Leaders should ensure that they check on the delivery of these subjects. This is to ensure that teachers deliver the intended content in the correct order.
- The records of governing body meetings lack detail. This means that it is harder for members of the proprietor body to be sure that agreed actions have been properly carried out. Members of the proprietor body, and governors, should improve this aspect of their work.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as

part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

## School details

<b>Unique reference number</b>	147787
<b>DfE registration number</b>	355/6015
<b>Local authority</b>	Salford
<b>Inspection number</b>	10267702
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	5 to 16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	53
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Rabbi David Hickson
<b>Chair</b>	Rabbi David Hickson
<b>Headteacher</b>	Rabbi Mendel Cohen
<b>Annual fees (day pupils)</b>	£2,700 to £3,500
<b>Telephone number</b>	0161 740 0923
<b>Website</b>	None
<b>Email address</b>	office@oyy.org.uk
<b>Date of previous inspection</b>	8 to 10 June 2021

## Information about this school

- The school is a Jewish faith school based in Salford. It follows Chassidic Lubavitch principles.
- The school operates from 4, Upper Park Road, Salford, Manchester M7 4HL.
- The most recent full standard inspection of the school was in June 2021.
- There are no pupils with an education, health and care plan.
- School leaders do not use alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher, the deputy headteacher, subject leaders and staff. An inspector held a discussion by telephone with the chair of governors, who is also the chair of the proprietor body. An inspector also spoke with two representatives of the local authority.
- Inspectors spoke to many pupils about their experience of school and their views on behaviour and bullying. Inspectors observed pupils' behaviour during lessons and at breaktimes.
- Inspectors checked the school's compliance with the standards. As part of this, an inspector made a tour of the school's premises accompanied by the headteacher.
- Inspectors reviewed a wide range of evidence, including leaders' self-evaluation document, risk assessments, behaviour and attendance records and minutes of meetings of the school's governing body.
- Inspectors checked the school's safeguarding policies and procedures and the single central record. Inspectors met with leaders, staff and pupils to check how effective safeguarding was in the school.
- Inspectors carried out deep dives in early reading, PSHE and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers and spoke to some pupils about their learning. Inspectors also looked at samples of pupils' work. An inspector observed pupils reading to familiar staff.

- Inspectors spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the responses to Ofsted Parent View, including the free-text responses. Inspectors also considered the responses to the staff survey and pupil survey.

### **Inspection team**

Ahmed Marikar, lead inspector

His Majesty's Inspector

Ian Young

Ofsted Inspector



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