

Inspection of Yesoiday Hatorah Girls Academy

Sedgley Park Road, Prestwich, Manchester, Lancashire M25 0JW

Inspection dates: 28 and 29 February 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Good

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The executive headteacher of this school is Rabbi Jonathan Yodaiken. This school is part of the Yesoiday Hatorah Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Rabbi Jonathan Yodaiken, and overseen by a board of trustees, chaired by David Sinitsky.

What is it like to attend this school?

Pupils are happy in school. They bound into the building each and every day filled with sheer joy. They described their school as an orderly and safe place to learn, where they can be themselves. The school is ambitious for pupils. It has set out a clear vision to broaden pupils' minds so that they become respectful and tolerant citizens.

Pupils are highly respectful of each other and of the staff. Any negative behaviour is managed with careful nurture, warmth and love. Pupils learn about democracy, the rule of law and debate global issues. Pupils' conduct within lessons and around the school is exemplary.

Pupils work hard and excel across the curriculum. They have a thirst for knowledge, and they are appreciative of the learning opportunities that are on offer to them. For example, children in the early years enjoy the annual visit from the goat and the sheep. This is linked to their topic on the natural world. Pupils are proud of the work that they produce. This can be seen in the high-quality displays across school, which proudly exhibit their learning. Pupils more than meet the high expectations that are set for them academically.

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

The school has an ambitious curriculum which is designed to give pupils, including those with special educational needs and/or disabilities (SEND), the knowledge that they need to succeed in life. The school is aware of the context in which pupils learn. It has ensured that the curriculum design addresses any potential barriers to learning. This enables pupils to flourish and succeed. Everything that the school does is carefully considered and expertly thought through for the benefit of the pupils.

Pupils achieve exceptionally well across a wide range of subjects. However, in 2023, the published data shows that the attainment of pupils at the end of Year 6 was not as strong as usual. This was because of weaknesses in the delivery of the curriculum. The school has taken positive action. It has addressed instances where the curriculum was not delivered as intended. As a result, pupils achieve exceptionally well across a range of subjects.

The curriculum is carefully set out and delivered with skill. The small steps of knowledge that pupils should acquire are clear. This helps to build pupils' learning journey from the Nursery class to Year 6. Pupils develop a rich body of knowledge across a broad range of subjects. They build strong connections between different topics and concepts.

Staff are skilled at helping pupils to remember their prior knowledge. Staff are also adept at using assessment strategies to identify any potential gaps in previous

knowledge. They address these promptly before moving on to new learning. This ensures that pupils know more and remember more over time.

The curriculum for children in the early years shares the same positive features. However, at times, staff do not choose the most appropriate activities or resources to deliver the curriculum content effectively. This means that, at times, children do not have enough opportunity to deepen their knowledge across all areas of learning.

Pupils with SEND access the same ambitious curriculum as their peers. There are effective systems in place to identify pupils' additional needs. Pupils with SEND benefit greatly from the highly effective support that they receive to access learning. As a result, they achieve exceptionally well from their relative starting points.

The school recognises the fundamental importance of teaching pupils to read. From the moment that children enter the Nursery class, they learn rhymes and songs which support them in their future phonics learning. The school ensures that staff deliver the phonics curriculum with fidelity. Staff make sure that the books that pupils read are carefully matched to the sounds that they know. This helps pupils to gain the secure phonics knowledge that they need to be successful readers. Pupils who have gaps in their phonics knowledge are given prompt help by highly trained staff. This enables these pupils to catch up quickly.

Older pupils spoke with sheer joy about their favourite books and authors. They are appreciative of the vast collection of books that are on offer to them. Pupils thoroughly enjoy the poetry competition that is held each year. They look forward to reciting and performing their favourite poem. Over time, pupils develop into confident and highly competent readers.

Pupils' conduct in lessons and around school is exemplary. Pupils immerse themselves in their learning. They are enthusiastic and need no encouragement to try their very best. Their mature attitudes contribute considerably to their academic success.

Pupils develop as exceptionally well-rounded youngsters due to the exemplary provision that they receive to support their personal development. Pupils learn about potential careers from visitors into school. These visitors help to inspire and open doors for the pupils to consider jobs that they may never have thought possible before. Pupils develop their talents and interests beyond the academic curriculum, whether in the end of year production, or in their various leadership roles. Year 6 leaders deliver lunchtime clubs to those pupils in younger year groups. Pupils make a highly tangible contribution to the life of the school.

The school is at the heart of the community. It has a positive impact on the pupils within school but also the wider families and beyond. Staff work collaboratively and collegiately within year group teams as well as across the trust. This helps to reduce staff's workload. Many staff talked about the 'family' culture that exists within the multi-academy trust. Staff feel cared for, respected and appreciated. The trustees

and members of the local governing body understand and fulfil their statutory duties well to ensure that the school is the best it can possibly be.

Pupils, their parents and carers, and staff said that they feel incredibly privileged to be a part of this amazing school.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In the early years, the activities and resources that teachers sometimes select do not help children to learn some aspects of the curriculum in all areas of learning. This means that children do not deepen their knowledge and understanding as well as they might over time. The school should ensure that teachers select the right activities and have the necessary resources to be able to deliver the curriculum as intended so that children remember what they have been taught.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147227
Local authority	Bury
Inspection number	10294412
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Girls
Number of pupils on the school roll	464
Appropriate authority	Board of trustees
Chair of trust	David Sinitsky
CEO	Rabbi Jonathan Yodaiken
Headteacher	Rabbi Jonathan Yodaiken (Executive Headteacher)
Website	www.yhga.org.uk
Date of previous inspection	4 June 2019, under section 8 of the Education Act 2005

Information about this school

- Yesoiday Hatorah Girls Academy converted to become an academy school in August 2019. When its predecessor school, Yesoiday Hatorah Primary School, was last inspected by Ofsted, it was judged to be requires improvement overall.
- This is an Orthodox Jewish school. The last section 48 inspection for schools of a religious character took place in July 2019. The next scheduled inspection should take place by 2025.
- The school is part of the Yesoiday Hatorah Multi Academy Trust.
- The school runs a before- and after-school club for pupils.
- The school does not make use of any alternative provision for pupils.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in early reading, mathematics, art and design, history and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work.
- Inspectors discussed the curriculum in some other subjects. They spoke with leaders and pupils and reviewed samples of pupils' work in these curriculum areas.
- Inspectors listened to pupils from Years 1 to 3 read to a trusted adult.
- Inspectors met with the executive headteacher and other leaders. The lead inspector met with representatives of the trust and the local governing body, including the chair of governors.
- Inspectors spoke with a representative of the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors observed pupils' behaviour during lessons and around school.
- Inspectors reviewed a wide range of documentation, including that relating to behaviour and attendance. Inspectors also considered the school's self-evaluation document and the school improvement plan.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also spoke with some parents at the start of the school day.
- Inspectors considered the responses to Ofsted's online surveys for staff.
- There were no responses received to Ofsted's online survey for pupils. The inspectors considered the school's own internal pupil survey responses.

Inspection team

Sue Dymond, lead inspector	His Majesty's Inspector
Haroon Asghar	Ofsted Inspector
Michelle Joyce	Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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