



Office for Standards  
in Education

## OYY Lubavitch School

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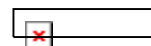
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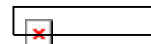
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## INTRODUCTION AND SUMMARY

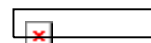


### Purpose and scope of the inspection



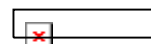
This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

### Information about the school



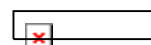
Oholei Yosef Yitzchok Lubavitch Girls' School is a Jewish school based on the teachings of Lubavitch philosophy. It is an independent day school for girls' aged three to 16 years of age. The nursery also admits boys aged three to four years. The school is situated in the Broughton Park area of Salford. It is owned and maintained by the Lubavitch community and serves the strictly observant Jewish community in Manchester and beyond. The school is accommodated in purpose built premises. At the time of the inspection, there were 54 pupils on roll, none of whom had a statement of special educational need. The school has identified four pupils for extra support within its provision for special educational needs. The school's aim, through both the Limudei Kodesh and secular curricula, is to enable the pupils to take their place confidently in the Jewish community and society in general.

### Summary of main findings



OYY Lubavitch School provides a sound education and continues to improve its provision for the pupils. Both the religious and secular curricula are planned thoroughly. The positive ethos of the school promotes successfully the pupils' personal development.

### What the school does well:



- it meets successfully the aims set out in its mission statement to promote the Jewish values of the Lubavitch Orthodox community within a caring, welcoming and secure environment;
- the headteachers work well in partnership to fulfil the aims of the school;



- there is a significant proportion of good or better teaching throughout the school;
- the provision for pupils' personal development is good;
- there are high expectations of pupils' behaviour;
- the pupils have good attitudes to learning and they behave well; and
- the school takes seriously its responsibilities for the pupils' welfare, health and safety.

#### What the school must do in order to comply with the regulations:

- it should note the gender of each child within the admission register;
- ensure that correct codings are used in attendance registers when pupils are absent and that the original entry in an attendance register is clearly distinguishable when alterations are made;
- implement the recently prepared policy to secure the health and safety of pupils on visits outside of the school;
- undertake thorough checks on all staff prior to appointment to confirm their identity, medical fitness, previous employment history, character references and, where appropriate, qualifications and professional references;
- repair the unstable flooring in the Year 3 classroom; and
- publish a procedure for complaints which complies fully with the regulations.

#### COMPLIANCE WITH THE REGULATIONS FOR REGISTRATION

#### 1. The quality of education provided by the school

#### The quality of the curriculum

OYY Lubavitch School provides its pupils with a sound education. As in other orthodox Jewish schools, the curriculum has two strands: Limudei Kodesh (Jewish Studies) and the secular curriculum. Morning sessions are devoted to Kodesh studies and the secular curriculum is provided in the afternoons.

The school provides a generally broad and balanced secular curriculum. The nursery curriculum is suitable for this age group and the planned activities each day enable the children to make steady progress towards the nationally recommended early learning goals for three to four year olds. The activities provide a firm foundation for learning which is built upon successfully in the reception class. In Key Stages 1 and 2, secular provision is broadly based on the National Curriculum

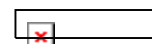


guidelines, supplemented with commercial schemes, for example in handwriting.

An important strength of the school lies in its provision for the pupils' personal development. Personal, social and health education is firmly rooted within Jewish Studies and the whole ethos of the school. Pupils identified as needing extra support are given sensitive guidance by their teachers in all lessons. The school has recently produced a policy of its intent for gifted and talented pupils. A register and specific provision for these pupils is to be introduced shortly. Swimming is provided when pupils reach Years 5 and 6.

The curriculum for Key Stage 3 pupils is broad, but not balanced, as opportunities for science and music are limited. All subjects in Key Stage 3, including French, are taught by specialist teachers. The provision for information and communication technology (ICT) is recognised by the school as an area in need of development. At present, only pupils in Key Stage 3 receive teaching in ICT and this is limited to developing touch typing skills and word processing.

### **The quality of teaching and assessment**



Overall, the quality of teaching is satisfactory throughout the school, with a significant proportion of good teaching observed. This enables the vast majority of pupils to make good progress over time. No unsatisfactory teaching was seen. Inspectors observed 26 lessons throughout the school. In addition, inspectors observed worship and assemblies and held discussions with staff and pupils.

Inspectors observed 18 lessons in the nursery, reception and Key Stage 1 and 2 classes. The quality of teaching was always at least satisfactory, and in half the lessons observed it was good or better. Some very good teaching in Jewish Studies was observed throughout the school. All lessons are planned carefully and systematically. Teachers know their pupils well and their questioning is effectively matched to pupils' varying levels of ability. Lessons are lively and teachers' enthusiasm maintains the pupils' high level of interest. Appropriate emphasis is given to developing the pupils' speaking and listening skills by sensitive encouragement of more reticent pupils and those with special educational needs. More able pupils are given a sufficient level of challenge to enable them to make good progress over time. Sometimes, however, pupils have too many worksheets during the course of the day and part-time teachers should consider how they can balance worksheets with interesting activities to ensure that the pupils have sufficient practical, investigative experiences.

Assessment procedures in the nursery, reception and Key Stages 1 and 2 are thorough. The youngest children are assessed on entry and continuous assessment is maintained. In reception, Year 2 and Year 3 pupils' progress in reading and spelling is monitored effectively, as is their progress in Jewish studies. Subjects such as English, mathematics and other secular subjects are assessed each term and details are recorded in class files. The secular headteacher undertakes a nationally standardised reading test with all pupils each year. In 2004, the school intends that the Year 2 pupils will take national tests at the end of Key Stage 1. In 2003, the Year 6 pupils took end of Key Stage 2 national tests for the first time.

Inspectors observed eight lessons in the two Key Stage 3 classes, in most subject areas of the curriculum. The quality of teaching in Key Stage 3 was always at least satisfactory, and in half the lessons observed it was good or better. Lessons in Key Stage 3 are taught by subject specialists. All have secure knowledge and understanding of the subjects they teach. Features of the best lessons include effective planning and well paced and challenging teaching which engages pupils' interest. Tasks are well matched to pupils' abilities and pupils make good progress, asking questions confidently. They develop a good range of study skills. A notable feature in the Year 9 class is the maturity with which the girls listen to each other's viewpoints and debate effectively.

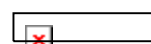


Assessment procedures are sound. The best marking helps pupils make progress and teachers use both commercially produced tests and those which they have devised to assess pupils' knowledge and understanding. The school intends to enter Year 9 pupils for national tests at the end of Key Stage 3 and pupils are being prepared soundly for these.

### ***Does the school meet the requirements for registration?***

Yes.

## **2. The spiritual, moral, social and cultural development of pupils**



The school's ethos is based clearly on the successful development of a secure family atmosphere rooted in its Jewish programme. The school rightly prides itself on its caring ethos and the provision for each pupil's individual needs. The school strives to strengthen the pupils' self-esteem and effectively promotes the importance of caring for the wider community. The pupils are provided with many opportunities through Halocho, Jewish history and Chassidus to explore all aspects of Jewish life. The pupils' spiritual, moral, social and cultural development is nurtured through a wide range of Jewish subjects and religious studies. The school encourages public speaking, performance and taking responsibility for extra-curricular activities in order to promote self-confidence and a sense of responsibility. These activities, together with aspects of English, science, history, geography and the arts, provide effectively for the pupils' personal, social and health education.

The pupils reflect on moral issues and the differences between right and wrong during their Jewish studies. The school has a well detailed policy for behaviour which includes the moral issues that arise in any school and community. The issue of bullying is addressed well, with appropriate sanctions provided. The Code of Conduct has four rules, which the pupils know and understand. Pupils are given the opportunity to assist in the day-to-day running of their class by acting as monitors. The girls take this role earnestly.

The senior girls have access to a common room which gives them status within the school. They are given a duty of responsibility by leading prayers, organising special assemblies and taking responsibilities for the school play. In Year 11, girls assist the teachers of younger pupils for a short period each week.

The pupils' behaviour in classes throughout the school is good. They listen attentively and are eager to answer questions. The girls persevere with their tasks and are sufficiently confident to ask for help when necessary. In the nursery, the children play together amicably and are developing abilities to share and take turns. All pupils move around the school sensibly and are careful when using the stairs. They are respectful and friendly with the staff and visitors. No unacceptable behaviour was observed at break or lunchtimes.

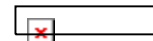
In Key Stage 3, the pupils behave responsibly and maturely. They show initiative and responsibility when leading prayers after the mid-day meal. The older girls enjoy their weekly visits to a local home for the aged and their visits are welcomed, as are those by the nursery children, who sing to the inhabitants. The pupils communicate courteously to their teachers and other adults. Their mature and thoughtful discussions in history and English lessons were notable during the inspection.



***Does the school meet the requirements for registration?***

Yes.

**3. The welfare, health and safety of the pupils**



The school takes seriously its responsibility for the welfare, health and safety of its pupils. Supervision of pupils throughout the day is good, both within the school building and in the playground. The behaviour policy is a considered document and is well implemented. There have been no serious disciplinary offences at the school, but in such an event, the school is aware of the requirement to keep written records of sanctions imposed upon pupils.

Procedures for child protection are well understood by staff and suitable procedures are in place. The school follows the guidance of the local Area Child Protection Committee. The safety of pupils is given good attention within the school. The school has very recently prepared a policy to secure the health and safety of pupils on visits outside the school, which should now be implemented.

A risk assessment of the building has been carried out. The Fire Authority issued an enforcement notice in February 2003. In June 2003, it declared itself satisfied with the steps the school had taken to remedy the defects. The fire bell is regularly tested and the log sheets demonstrate that two fire drills have taken place during the past two months. These involve the total evacuation of the building by pupils and staff.

One member of staff is trained in First Aid. For more serious incidents, the school may call upon the services of a local Jewish community group, who provide trained paramedics to provide First Aid. If necessary, a member of this group, together with a member of staff, accompanies a pupil to hospital. An accident book is completed satisfactorily after any pupil has received First Aid. The school has no specific provision for disabled pupils, but intends to admit two pupils with disabilities over the next three years. The school is actively investigating sources of funding so that the building is fully accessible for these children. An access plan is included within the school development plan.

The admission register is largely maintained correctly, but omits to note the gender of pupils. This is important as boys are admitted to the nursery class. Attendance registers are called promptly at the beginning of the morning and afternoon sessions, and are completed correctly by most teachers. However, in some instances, reasons for pupil absence have not been coded correctly and alterations have been made which disguise the initial entry.

Pupils with special educational needs and those for whom English is an additional language receive good support in small classes, none of which exceeds ten pupils in number.

***Does the school meet the requirements for registration?***

No.

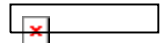


### ***What does the school need to do to comply with the regulations?***

*In order to comply with the Independent Schools Standards Regulations 2003 the school should:*

- implement the recently prepared policy to secure the health and safety of pupils on visits outside of the school (paragraph 3.2c);*
- note the gender of each child within the admission register (paragraph 3.9);*
- ensure that correct codings are used in attendance registers when pupils are absent (paragraph 3.9); and*
- ensure that the original entry in an attendance register is clearly distinguishable when alterations are made (paragraph 3.9).*

### **4. The suitability of the proprietor and staff**



Oholei Yossef Yitzchok Lubavitch School is a limited company. The company is a registered charitable trust. There is a headteacher responsible for Jewish Studies and the administration of the school, and a second headteacher responsible for the secular curriculum. Both are very experienced teachers and are appropriately qualified to undertake their roles. They work well in partnership. All staff, including both headteachers, are part-time. They bring a range of expertise to the school; some hold teaching qualifications recognised by the Department for Education and Skills (DfES), others hold specialist qualifications for teaching in Jewish schools. Some are about to complete National Vocational Qualifications at Level 3. Staff benefit from some opportunities for in-service training and continuing professional development provided by both headteachers. At times, the staff undertake in-service training alongside teachers from other Jewish schools in the area.

The governing body takes an interest in the work of the school, and is focused on helping the headteachers to fulfil the aims of the school's mission statement. The school secretary provides good support to both headteachers and staff. She undertakes several important administrative tasks which reduce teachers' workload.

The school is registered with the Criminal Records Bureau (CRB) under the name of an umbrella organisation, The Greater Manchester Jewish Housing Association Ltd. There are thorough systems for ensuring that all new staff appointments are subject to CRB clearance at an enhanced level. Longer serving members of staff have received List 99 clearances.

The school takes up verbal references to determine the suitability of new staff. Most new appointments are well known to the school and the local Jewish community, they have either worked at other local Jewish schools, or were pupils themselves at OYY Lubavitch. This system does not provide adequate safeguards to ensure that staff are medically fit; nor is it thorough enough in determining the employment history, qualifications and character of new appointments of whom the school has no direct experience.

### ***Does the school meet the requirements for registration?***

No.

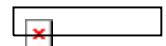


### ***What does the school need to do to comply with the regulations?***

*In order to comply with the Independent Schools Standards Regulations 2003 the school should:*

- *undertake thorough checks on all staff prior to appointment to confirm their identity, medical fitness, previous employment history, character references, and where appropriate, qualifications and professional references (paragraph 4c).*

### **5. The suitability of the premises and accommodation**



Overall, the school's premises and accommodation are suitable for their purpose. The school is housed in accommodation adjoining a large Victorian house previously used by a Jewish voluntary aided school. The high school is located within the original house in two classrooms on the second floor. There is a large hard-surfaced playground with grassed borders and mature trees which provide shade in the summer. A small enclosed grassed area is available for the nursery children, but at the time of the inspection, the ground was wet and muddy.

Although the pupils have to use the staircases throughout the day, there are well-understood and implemented procedures in place for movement on the stairs and in the corridors.

Security is satisfactory. Community use of the premises does not interfere with the school, as all classrooms are on the first and second floors. The ground floor hall is spacious and used for physical education (PE) or indoor break times. Very occasionally, the hall is used for weddings or barmitzvahs, when PE is then taken outside or in the classrooms. The computer suite has ten computers, a printer and other audio visual equipment. There are no other specialist facilities.

Each classroom has fire evacuation procedures clearly displayed with meeting points noted. Classrooms are spacious, light and well ventilated. The standard of decoration is satisfactory and classrooms are enlivened by interesting displays of pupils' work. Fixtures and fittings are suitable for each age range.

There are sufficient toilets and washbasins for the numbers of staff and pupils on roll. Roller towels are used by staff and pupils throughout the school, which risks cross-contamination. The dining room is suitable for its purpose. The senior girls have the use of a common room with comfortable seating, a kettle and a microwave. The school does not have a room specifically for medical purposes, but the first aid facilities are close to wash basin and toilet provision.

The flooring is worn in several areas of the school, but is not in a dangerous condition at present. However, in the Year 3 class, a section of the flooring is unstable.

### ***Does the school meet the requirements for registration?***

*The school meets nearly all of the requirements, but with one exception.*

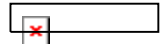


### ***What does the school need to do to comply with the regulations?***

*In order to comply fully with the Independent Schools Standards Regulations 2003 the school should:*

- *repair the unstable flooring in the Year 3 classroom (paragraph 5s).*

## **6. The quality of information for parents and other partners**



The school provides satisfactory information for parents and prospective parents. It publishes a prospectus that sets out the basic principles of its provision, details of the curriculum and a statement of the school's ethos. Details about the secular curriculum are too limited to inform parents adequately. The prospectus includes particulars of the school's policy on, and arrangements for, admissions. The school has a detailed behaviour policy, which is issued to parents as a matter of course. It contains details of the school's policy for discipline and exclusions. To date, the school has never excluded a pupil. The school has ten pupils for whom English is an additional language, and particulars of the educational and welfare provision for them is issued as an insert found in the school prospectus.

The school also makes further information available if parents request this. It includes curriculum documents and policies relating to child protection and health and safety. The behaviour policy contains statements on how the school deals with bullying, the promotion of good behaviour and the sanctions adopted if pupils misbehave. All parents and prospective parents receive, on request, the results of tests taken by pupils at the end of Year 6 in English and mathematics, and of General Certificate of Secondary Education results for pupils at the end of Year 11.

The parents' responses to the questionnaires sent to them before the inspection were overwhelmingly positive. In particular, parents are pleased with the teaching, the school's expectations of their children, the progress their children are making and the way the school is managed. Parents feel that their children like school, and are comfortable about approaching the staff if they have concerns. Parents' written comments show that the Lubavitch tradition of the school is very highly valued.

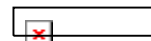
The school provides bi-annual written reports to parents on the progress and attainment of their children in both Jewish Studies and each subject of the secular curriculum. These include reading test results for pupils in Key Stage 1 and national test results for pupils in Year 6. However, annual reports do not focus sharply enough on the next steps for learning to enable parents and pupils to know what must be done if standards and progress are to be improved.

### ***Does the school meet the requirements for registration?***

Yes.

## **7. The effectiveness of the school's procedures for handling complaints**





The school publishes a procedure for complaints which is inserted into the school prospectus issued to all parents and prospective parents. The procedure allows for the initial consideration of any complaint on an informal level with the class teacher. The complainant is asked to contact a headteacher if the complaint is not resolved at this level. Beyond this stage, parents are asked to contact members of the governing body or the chair of governors. The final stage of the complaints procedure is described incorrectly at present. It should assign final recourse to the DfES.

Although the headteachers state that there have been no complaints beyond the informal stage, the procedure omits important details. At present it does not detail clear timescales for the management of a complaint, nor does it provide for a formal complaint to be made in writing if a parent is dissatisfied with the response to an informal complaint.

***Does the school meet the requirements for registration?***

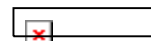
No.

***What does the school need to do to comply with the regulations?***

*In order to comply with the Independent Schools Standards Regulations 2003 the school should:*

- *publish a procedure for complaints which complies fully with the regulations (paragraphs 7c and 7e - 7k).*

**SCHOOL DETAILS**



Name of school:	OYY Lubavitch Girls' School
DfES No:	355/6028
Type of school:	Day
Status:	Independent
Age range of pupils:	3 - 16
Number on roll:	54
Gender of pupils:	Main School: Girls Nursery: Mixed
Fees:	Day: £2,940 - £3,540 per annum
Address of school:	Park Lane, Salford M7 4JD
Email address:	None
Telephone number:	0161 795 0002
Fax number:	0161 795 2004
Headteacher:	Mrs S Klyne, Mrs D Wolstenholme
Proprietor:	Rabbi D Hickson
Reporting Inspector:	Mrs Cecile Corfield
Date of Inspection:	24-27 November 2003



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