



ISI Independent
Schools
Inspectorate

REGULATORY COMPLIANCE INSPECTION REPORT

OHOLEI YOSEF YITZCHOK LUBAVITCH SCHOOLS

MARCH 2018



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SCHOOL'S DETAILS

School	Oholei Yosef Yitzchok Lubavitch Schools			
DfE number	355/6028			
Registered charity number	1046309			
Address	Oholei Yosef Yitzchok Lubavitch Schools 460 Bury New Road Salford Lancashire M7 4LH			
Telephone number	0161 705 0483			
Email address	oyylubavitch@gmail.com			
Headteacher	Mrs Janet Hanson			
Chair of governors	Rabbi David Hickson			
Age range	2 to 17			
Number of pupils on roll	132			
	Boys	62	Girls	70
	EYFS	22	Juniors	60
	Seniors	50		
Inspection dates	21 to 22 March 2018			

1. BACKGROUND INFORMATION

About the school

- 1.1 Oholei Yosef Yitzchok Lubavitch Schools is a Jewish independent day school for boys and girls aged from 2 to 17 years. The school opened in 1997 as a day school for girls aged 3 to 16 years, and for boys aged from 3 to 5 years. In 2010, the school expanded to educate boys up to the age of 16 on a separate site. In December 2016 the school moved its main site to premises at Bury New Road, where boys aged 2 to 4 years and girls aged 2 to 17 years are now educated. Boys aged from 5 to 16 years are educated at a separate site, approximately 1 mile away. The school is a registered charity, owned by the Lubavitch community, who are responsible for its governance.

What the school seeks to do

- 1.2 The school aims to provide the pupils with a sound Jewish and secular education within the Lubavitch traditions. It seeks to help pupils become fulfilled, self-confident, independent, contributing, responsible, worshipping and caring members of society, who achieve high standards and their full potential.

About the pupils

- 1.3 Pupils come from Jewish families in Manchester and other areas in the north west of England. The school's own assessments indicate that the ability of pupils is broadly average. The school has identified 11 pupils as having special educational needs and/or disabilities, all of whom receive additional specialist help. Also, 1 pupil in the school has an education, health and care plan. English is an additional language for 20 pupils, whose needs are supported by their classroom teachers. Data used by the school have identified 7 pupils as being the most able in the school's population, and the curriculum is modified for them and for 3 other pupils because of their special talents in sport.

2. REGULATORY COMPLIANCE INSPECTION

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014, Early Years Foundation Stage Statutory Framework.](#)

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014 and relevant requirements of the statutory framework for the Early Years Foundation Stage and associated requirements and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 In the junior girls' section, the school measures attainment using national curriculum tests. In the year 2017, results were in line with the national average for maintained schools. The junior boys' section uses its own framework to determine attainment instead of the national framework.
- 2.3 At GCSE in the years 2014 to 2016, the performance of girls has been above the national average for maintained schools. No boys in the school were old enough to be entered for GCSE examinations.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 **The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; attendance registers are maintained as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The school has a suitable safeguarding policy in place. Arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. For some staff, the school failed to carry out the required checks against the barred list and for prohibitions from teaching and management prior to appointment, in accordance with Keeping Children Safe in Education 2016. There is no evidence that governors have undertaken an annual review of the school's child protection policies and procedures, as required. The school's admission register does not record the name and address of the school last attended by pupils.
- 2.10 The standards relating to welfare, health and safety in paragraphs 9–14 and paragraph 16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met, but those relating to safeguarding in paragraph 7, and admissions in paragraph 15, are not met.**

Action point 1

- the school must ensure that all the required checks are made on all staff in a timely manner, notably those against the barred list and for prohibitions from teaching and management [paragraph 7 (a) and (b)]

Action point 2

- governors must review the school's child protection policies and procedures, at least annually [paragraph 7 (a) and (b)]

Action point 3

- the school must ensure that the admissions register records the name and address of the school last attended by pupils [paragraph 15]

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 The school makes appropriate checks to ensure the suitability of proprietors.
- 2.12 The school does not make appropriate checks to ensure the suitability of staff. Checks on identity, medical fitness, the right to work in the United Kingdom, qualifications and criminal background checks, including overseas where appropriate, have not been carried out in a timely manner. A register is not kept as required.
- 2.13 The standards relating to the suitability of those in contact with pupils at the school in paragraph 18(2)(c)(i–iv); 18(2)(d); 18(2)(e); 18(3) and paragraph 21(3)(a)(ii–iii); 21(3)(a)(vii–viii) and 21(3)(b) are not met.**

Action point 4

- **the school must ensure the required recruitment checks on staff, particularly those for identity, medical fitness, the right to work in the United Kingdom, qualifications, criminal background checks both in the United Kingdom and overseas, where appropriate, are carried out in a timely manner and a register is kept as required [paragraph 18(2)(c)(i–iv); 18(2)(d); 18(2)(e); 18(3) and paragraph 21(3)(a)(ii and iii); 21(3)(a)(vii and viii) and 21(3)(b)]**

PART 5 – Premises of and accommodation at schools

- 2.14 Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.15 The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the curriculum, the school's arrangements for admission, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is made available to parents.
- 2.17 The information required about the proprietors provided in the school prospectuses is contradictory. Previous inspection reports are not made available to parents.
- 2.18 The standards relating to the provision of information in paragraph 32(2)(b)(ii), (2)(c) and (3)(g) are not met.**

Action point 5

- **the school must ensure that all required information is provided or made available to parents of pupils and parents of prospective pupils, particularly details of the proprietor [paragraph 32(2)(b)(ii) and 2(c)], and details of previous inspection reports [paragraph 32(3)(g)]**

PART 7 – Manner in which complaints are handled

2.19 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.20 The standard relating to the handling of complaints [paragraph 33] are met.

PART 8 – Quality of leadership in and management of schools

2.21 The governing body does not ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, because the standards relating to welfare, health and safety (paragraphs 7 and 15), suitability of staff (paragraphs 18 and 21) and provision of information (paragraph 32) have not been met. The governing body has therefore failed to promote the well-being of the pupils.

2.22 The standard relating to leadership and management of the school in paragraph 34(1)(a), (b) and (c) is not met.

Action point 6

- **the governing body must ensure that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the independent school standards are consistently met and the well-being of pupils is thereby actively promoted [paragraph 34 (1)(a), (b) and (c)]**

3. INSPECTION EVIDENCE

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with governors, including the chair. Inspectors visited the learning support and educational resource areas. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr Michael Phipps	Reporting inspector
Dr Wendy Bowring	Assistant reporting inspector
Mr Paul Vicars	Compliance team inspector (Headmaster, HMC school)