



**ISI** Independent  
Schools  
Inspectorate

## **Report for an Additional Inspection**

### **Oholei Yosef Yitzchok Lubavitch Schools**

**December 2019**



## School's details

<b>School</b>	Oholei Yosef Yitzchok Lubavitch Schools			
<b>DfE number</b>	355/6028			
<b>Registered charity number</b>	104630			
<b>URN</b>	106004			
<b>Address</b>	Oholei Yosef Yitzchok Lubavitch Schools 460 Bury New Road Salford Lancashire M7 4LH			
<b>Telephone number</b>	0161 705 0483			
<b>Email address</b>	oyylubavitch@gmail.com			
<b>Headteacher</b>	Mrs Janet Hanson			
<b>Chair of governors</b>	Rabbi David Hickson			
<b>Age range</b>	2 to 17			
<b>Number of pupils on roll</b>	121			
	<b>EYFS</b>	13	<b>Juniors</b>	60
	<b>Seniors</b>	44	<b>Sixth Form</b>	4
<b>Date of visit</b>	16 December 2019			

## 1. Introduction

### Characteristics of the school

- 1.1 Opened in 1997, Oholei Yosef Yitzchok Lubavitch Schools is a Jewish independent day school for pupils aged from two to seventeen years. Although registered as co-educational, male and female pupils are taught on separate sites from the age of five. Children in the Early Years Foundation Stage (EYFS) are educated on the same site as the female pupils.
- 1.2 The school is a registered charity, owned by the Lubavitch community, who are responsible for its governance. Pupils come from Jewish families in Manchester and other areas in the north west of England. The school has identified 17 pupils as having special educational needs and/or disabilities, all of whom receive additional specialist help. No pupil in the school has an education, health and care plan. English is an additional language for 29 pupils, whose needs are supported by their classroom teachers. The school's previous inspection was a progress monitoring visit in May 2019.

### Purpose of the visit

- 1.3 This was an announced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraphs 2 and 3 (quality of education provided)	Not Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 11 (health and safety)	Not Met
Part 3, paragraph 12 (fire safety)	Not Met
Part 3, paragraph 16 (risk assessment)	Not Met
Part 5, paragraph 25 (premises and accommodation)	Not Met
Part 6, paragraph 32 (1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Not Met

## 2. Inspection findings

### Quality of education provided – curriculum [ISSR Part 1, paragraphs 2 and 3]

- 2.1 The school does not meet the standards.
- 2.2 These standards are not all met as pupils are wholly segregated by gender, including curriculum arrangements, contrary to the ruling by the Court of Appeal in 2017, which affirmed that separate but equal treatment of male and female pupils in schools registered for both genders is contrary to the Equalities Act 2010. Male and female pupils are taught a different range of subjects which does not effectively prepare all pupils equally for the opportunities, responsibilities and experiences of life in British society. To rectify this, the school has decided to apply to the DfE to begin the process to register the boys' site as a separate school and at the time of the inspection visit was awaiting advice as to how to proceed.

### Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]

#### Safeguarding policy

- 2.3 The school meets the requirements.
- 2.4 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

#### Safeguarding implementation

- 2.5 The school meets the standard.
- 2.6 Safeguarding arrangements are implemented effectively in line with the most up-to-date statutory guidance and provide appropriate support for pupils' needs. All staff receive training in recent changes to regulatory guidance and on-line safety and confirm that they are provided with regular updates to remind them of their responsibilities. New staff receive appropriate induction training to ensure they understand their safeguarding responsibilities, the staff code of conduct, their responsibility for children missing education and the behaviour policy. Staff have read Part 1 and Annex A of Keeping Children Safe in Education (September 2019) as required. Staff understanding of the requirements are checked through discussion at staff meetings. The designated safeguarding leads (DSLs) for each site and deputy have sufficient status and authority to undertake their roles and have appropriate levels of training, which is in line with local procedures. The school has a suitable relationship with the local authority's safeguarding team and will always seek informal advice before taking action. Governors provide effective support for the designated safeguarding staff and the designated safeguarding governor meets with them regularly to ensure that arrangements are secure.
- 2.7 Staff demonstrate that they have an appropriate understanding of their safeguarding responsibilities and understand that they can make a referral themselves to the local authority if they have concerns. They recognise the importance of 'early help' strategies, know how to report any concerns about pupils or other staff, and understand that any concerns about the headteacher are reported to the chair of governors or the local authority directly. Appropriately detailed records for safeguarding concerns are maintained, which are regularly monitored by the DSLs, deputy DSL and designated safeguarding governor. These show appropriate and timely liaison with both parents and local agencies. The proprietor undertakes an annual review of safeguarding arrangements in line with the local authority's process and, where appropriate, takes appropriate action to improve the structures in place. Pupils, during discussions, comment that they feel safe and are aware of safeguarding arrangements in school, including on-line safety; they articulate that they feel they are treated fairly and that staff are very approachable, should they have a concern or worry.

**Welfare, health and safety of pupils – health and safety [ISSR Part 3, paragraph 11]**

- 2.8 The school does not meet the standard.
- 2.9 The school has an appropriate written health and safety policy in place for both sites which cover the usual areas suggested by the relevant health and safety laws, including a clear delineation of responsibilities. Staff are aware of their responsibilities to report any hazards they encounter and receive training for health and safety when joining the school which is updated regularly.
- 2.10 In some cases, staff with responsibility for health and safety and maintenance in the school have failed to monitor and review measures to ensure satisfactory health and safety standards are maintained consistently. A lack of regular monitoring has resulted in required standards of maintenance and electrical safety not being met, in particular there is risk of slips and trips in the play area on the site used predominantly by male pupils, which is not mitigated appropriately.

**Welfare, health and safety of pupils – fire safety [ISSR Part 3, paragraph 12]**

- 2.11 The school does not meet the standard.
- 2.12 The school has a fire risk assessment and policy in place for both school sites. Fire procedures have been developed, staff are trained as part of the induction process and pupils fully understand the evacuation process. Emergency lighting, fire detectors, alarms and detectors are all well maintained and serviced regularly by an external specialist organisation on both sites.
- 2.13 The externally prepared fire risk assessment, organisation and recording of fire drills and the monitoring of fire escape routes on the site used by the female pupils meet all requirements. However, on the site for male pupils, the procedures are less systematic. The fire risk assessment is prepared internally by a member of staff who does not have sufficient knowledge or training for the role. Records do not demonstrate a sufficiently regular process of fire drill practice. There are no records of monitoring of escape routes and during the visit it was noted that some fire doors were propped open or the closures did not work correctly. Combustible material is inappropriately stored in the well of a staircase and in the entrance hall, which both serve as fire exits. Fire safety information is not always provided for visitors to either school site.

**Welfare, health and safety of pupils – risk assessment [ISSR Part 3, paragraph 16]**

- 2.14 The school does not meet the standard.
- 2.15 A suitable risk assessment policy and arrangements are in place to ensure that in most cases risks are appropriately identified and action taken to reduce risk across the school sites. Staff who are involved in producing risk assessments for activities, trips off site or areas of the school receive appropriate training through the induction process. However, these arrangements are not implemented effectively on the site for male pupils. The fire risk assessment has not been written by a suitably trained competent person. Risk elements identified have not been included appropriately or premises monitored systematically to ensure that risk is appropriately reduced.

**Premises and accommodation – maintenance [ISSR Part 5, paragraph 25]**

2.16 The school does not meet the standard.

2.17 The school occupies two sites, one used by the female pupils and the other by the male pupils. The site used by the female pupils meets requirements it is very well maintained, is clean and all areas meet the needs of the pupils appropriately. The site in use by the male pupils is less well maintained. Classroom areas are kept clean but corridors and some staircases lack attention in terms of cleanliness and maintenance to the plaster work. The surface of the outside space is rough and uneven and fencing lacks repair.

**Provision of information [ISSR Part 6, paragraph 32 (1)(c)]**

2.18 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are provided to parents on request, as the school has no website.

**Quality of leadership and management [ISSR Part 8, paragraph 34]**

2.19 The school does not meet the standard.

2.20 Leadership and management do not demonstrate good skills and knowledge, to fulfil their responsibilities effectively and actively promote the well-being of pupils. The standards relating to quality of education, health and safety, fire, risk assessment and premises and accommodation are not met consistently.

### 3. Regulatory action points

3.1 The school does not meet all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework and should take immediate action to remedy deficiencies as detailed below.

#### **ISSR Part 1, Quality of education provided (curriculum and teaching) [paragraphs 2 (2)(i)] and paragraph 3(j)]**

- The school must ensure that all pupils are offered the same access to a broad and balanced curriculum so that both male and female pupils are effectively prepared for the opportunities, responsibilities and experiences of life in British society [ISSR Part 1, paragraph 2 (2)(i)]
- The school should ensure teaching does not discriminate between pupils, contrary to Part 6 of the Equality Act 2010 [ISSR Part 1, paragraph 3(j)]

#### **ISSR Part 3, Welfare, health and safety (health and safety) [paragraph 11]**

On the site used by male pupils:

- Ensure the regular monitoring of electrical safety, including to prevent overuse of extension cables and conduct portable appliance testing at appropriate intervals [ISSR Part 3, paragraph 11]
- Undertake regular risk assessment of the play area for slips and trips and maintenance of the fencing, and address any issues identified [ISSR Part 3, paragraph 11]

#### **ISSR Part 3, Welfare health and safety (fire safety) [paragraph 12]**

On the site used by male pupils:

- The school should ensure that there is a competent person, with sufficient training, knowledge and experience designated to prepare and monitor the arrangements to reduce the risk of fire and ensure the health and safety of all those who use the site [ISSR Part 3, paragraph 12]
- Ensure that regular checks are conducted and recorded on the condition of all fire doors, and to ensure storage of combustible material and access to fire escape routes [ISSR Part 3, paragraph 12]
- Ensure a systematic approach is taken to organise and record fire drills [ISSR Part 3, paragraph 12]
- Ensure that visitors are provided with fire information relevant to the site [ISSR Part 3, paragraph 12]

#### **ISSR Part 3, Welfare, health and safety (risk assessment) [paragraph 16 (a) and (b)]**

- Ensure that the fire risk assessment for the site used by the male pupils is prepared by staff with appropriate training or knowledge and its implementation monitored and updated regularly [ISSR Part 3, paragraph 16(a) and (b)]

**ISSR Part 5, Premises and accommodation (maintenance) [paragraph 25]**

On the site occupied by male pupils:

- Ensure that levels of cleanliness and maintenance are suitable to ensure the welfare health and safety of pupils and staff [ISSR Part 5, paragraph 25]
- Ensure that the play area is sufficiently well maintained and appropriate for the needs of the pupils [ISSR Part 5, paragraph 25]

**ISSR Part 8 Leadership and management [paragraph 34 (1)(a),(b) and (c)]**

- Ensure that leadership and management acquire the good skills and knowledge required to fulfil their responsibilities effectively so that the standards are met consistently, and pupils' well-being is actively promoted [ISSR Part 8, paragraph 34 (1)(a), (b) and (c)].



## **4. Summary of evidence**

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the chair of governors. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.