



Progress Monitoring Inspection Report

Oholei Yosef Yitzchok Lubavitch Schools

November 2023

School's details

School	Oholei Yosef Yitzchok Lubavitch Schools			
DfE number	355/6028			
Registered charity number	1168395			
Address	Oholei Yosef Yitzchok Lubavitch Schools 460 Bury New Road Salford Lancashire M7 4LH			
Telephone number	0161 705 0483			
Email address	headteacher@oyylgs.co.uk			
Headteacher	Mrs Avigail di Veroli			
Principal	Mrs Sarah Klyne			
Chair of Governors	Rabbi David Hickson			
Proprietor	Oholei Yosef Yitzchok Lubavitch Schools			
Age range	2 to 17			
Number of pupils on roll	73			
	EYFS	15	Juniors	26
	Seniors	32		
Date of inspection	7 to 8 November 2023			

1. Introduction

Characteristics of the school

- 1.1 Oholei Yosef Yitzchok Lubavitch Schools is a Jewish independent day school founded in 1997. It is registered as a single-sex school for female pupils and admits male pupils into the Early Years Foundation Stage (EYFS). The school is divided into an EYFS setting; a junior school for pupils in Years 1 to 6; and a high school for pupils in Years 7 to 12. Pupils in Year 12 follow a specialist faith-based curriculum in preparation for application to Jewish seminaries around the world. The school is a registered charity, owned and governed by the Lubavitch community.
- 1.2 The current headteacher was appointed in September 2021 and shares leadership responsibilities with the principal. The school has five pupils who require support for special educational needs and/or disabilities, of whom one has an education, health and care plan. Two pupils speak English as an additional language. The school's previous inspection was a focused compliance and educational quality inspection in January 2023.

Purpose of the inspection

- 1.3 This was an announced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the focused compliance and educational quality inspection in January 2023. The inspection 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 inspection	Team judgements
Part 1, paragraph 2 (curriculum)	Met
Part 1, paragraph 3 (teaching)	Met
Part 3, paragraph 7 (safeguarding)	Met
Part 3, paragraph 14 (supervision)	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum [Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The curriculum in the early years, junior and high school sections is appropriately planned and now takes effective account of the ages, aptitudes and need of all pupils. Schemes of work are supported by detailed medium-term plans. The curriculum is implemented effectively to provide pupils with experience in linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. It enables them to acquire speaking, listening, literacy and numeracy skills; provides personal, social, health and economic education, up-to-date careers guidance where appropriate, and suitable programmes of activities for all pupils. The programme of activities in place for pupils below compulsory school age enables them to develop appropriate literacy and mathematical skills.
- 2.3 Since the previous inspection a new science curriculum has been introduced, including new textbooks and apparatus which enable increased practical work. This provides pupils with experience in scientific education and enables them to acquire an appropriate understanding of the subject.
- 2.4 In line with the school's aims and ethos, a large proportion of the curriculum is assigned to Jewish studies and learning Hebrew. The curriculum provides all pupils with the opportunity to learn and make progress and prepares them for the opportunities, responsibilities and experiences of life in British and western society as well as the worldwide Lubavitch communities.

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.5 The school meets the standard.
- 2.6 Teaching is well planned. In the vast majority of subjects, teachers show a good understanding of the pupils and their needs; good subject knowledge and understanding; and appropriate use of resources and effective strategies for managing behaviour. It is successful in giving pupils the opportunity to acquire new knowledge. The sophistication of language used by teachers and the difficulty of tasks set are adjusted effectively to the different needs of individual pupils.
- 2.7 Written work confirms that good progress made by pupils of all ability. Examination results are good, with almost all pupils achieving the highest grades at GCSE. Teachers encourage high levels of engagement by pupils and foster self-motivation, application and interest. Teaching does not undermine fundamental British values and does not discriminate against pupils because of their protected characteristics. There are now suitable frameworks throughout the school to assess pupils' performance by reference to the school's aims or British national norms. Teachers use assessment information to inform planning so that pupils can progress.

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

Safeguarding policy

- 2.8 The school meets the requirements.
- 2.9 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

- 2.10 The school meets the standard.
- 2.11 Implementation of all aspects of the school's safeguarding procedures is effective in providing appropriate support to ensure the welfare of pupils, including children in the EYFS and any pupils with additional needs.
- 2.12 Safeguarding procedures are implemented to safeguard children at risk and those in particular need. Staff show effective understanding of their responsibilities, including with regard to child-on-child abuse. Staff show appropriate awareness of the staff code of conduct, whistleblowing policy and safeguarding procedures and are confident to use them. They have a suitable knowledge of the thresholds for reporting issues or incidents. Staff are aware of who to go to if they have a concern or receive a disclosure. They understand that they can make a direct referral to children's services if necessary. They take appropriate action when appropriate.
- 2.13 Pupils receive suitable help to address risks and such help prevents issues escalating. The designated safeguarding lead (DSL) acts on and refers to appropriate agencies the early signs of risk or need, including in relation to pupil anxiety.
- 2.14 The DSL ensures the school listens to the views of individual pupils as required by *Keeping Children Safe in Education*. This is confirmed in written evidence from safeguarding records. Risk to pupils is properly considered, and effective formal assessments drawn up for individual pupils where necessary. Pupils receive guidance on staying safe and show understanding of what they have been taught, including in relation to e-safety. Monitoring of the use of technology is effective. The physical and mental health of all pupils involved in any incident are given a high priority.
- 2.15 The safeguarding policy gives contact details as required for local safeguarding partners. Suitable recruitment procedures for staff are outlined within the safeguarding policy and detailed in a separate recruitment policy. The training for those with specific safeguarding responsibilities is in line with local requirements and statutory advice and is up to date. Training in safeguarding for teaching and non-teaching staff is of sufficient quality and frequency.
- 2.16 Suitable arrangements for handling allegations against staff, senior leaders or the governors, and potential misconduct, are included in safeguarding procedures; they include seeking immediate advice from the local authority designated safeguarding officer (LADO). These are understood by staff. The school understands its role in reporting any person to relevant statutory bodies if circumstances require it.
- 2.17 The school manages the risks related to unchecked adults on the site appropriately.
- 2.18 Governors are trained appropriately in safeguarding. A governor with appropriate expertise maintains contact with the DSL and annually conducts an annual review of the effectiveness of the safeguarding arrangements on behalf of the governors.

Welfare, health and safety of pupils – supervision of pupils [ISSR Part 3, paragraph 14]

- 2.19 The school meets the standard and the requirements.
- 2.20 Pupils, including children in the early years, are properly supervised by qualified and trained staff in appropriate ratios. This includes pupils and children on school trips to the city.

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

- 2.21 The school meets the standard and the requirements. 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]

- 2.22 The school meets the standard.
- 2.23 Senior leaders and governors demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are consistently met. The wellbeing of pupils is actively promoted. Governors monitor compliance with regulations appropriately.
- 2.24 Senior leaders have effective oversight of the curriculum, teaching and supervision of pupils. In this way they have successfully implemented the action plan formulated following the previous inspection. Leaders regularly review teachers' planning, undertake lesson observations and lesson walks, and meet teachers in the early years to review and revise approaches in the age group. Leaders have organised an increased amount of effective professional development for staff and opportunities to observe teaching in other schools. They have organised and resourced a new science curriculum and given a higher profile to a computerised tracking system to enable pupils' progress to be more formally evaluated.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this inspection.

4. Summary of evidence

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