

Gateshead Jewish Nursery School

Independent school light-touch inspection report

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Reporting inspector	Chanan Tomlin

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Purpose and scope of the inspection

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.^{1, 2}

This was a light touch educational inspection which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

Gateshead Jewish Nursery School is an independent nursery and reception school that was opened in 1981. It is located in Gateshead, in single-storey, purpose-built premises with good disabled access. It is registered for children aged between two years and six years of age. The school's aim is to promote the positive character traits of co-operation, kindness, politeness and responsibility. The school prides itself that children of the Jewish faith are welcomed in the school regardless of ethnic origin or disability.

The school has currently on roll 143 full-time and 39 part-time boys and girls aged between two and a half and five years of age, two of whom have a statement of special educational needs and one of whom is looked after. At present, there are no children above five years of age. Some children who stay in the nursery for an extra year, turn six in the summer term before they leave. The school continues to provide an Early Years Foundation Stage education for these children. All three-to-four year olds at the school are entitled to free education and most of the children at the school receive nursery funding. The school was last inspected in 2007.

The school also provides childcare for children aged from nought to three years of age. The childcare provision is inspected separately and this provision does not form part of this inspection of education. The last childcare inspection, which took place in 2008, judged the quality and standards of care to be satisfactory.

Evaluation of the school

Although the overall quality of education provided by the school is good, there are serious failures in the provision for children's welfare, health and safety which is inadequate. Shortcomings are related to the unsatisfactory level of fire safety, checks

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

on staff suitability for working with children and not all staff are trained in child protection at the suitable level. The hot water supply in the older part of the building is not regulated. Because of this, children do not use warm water to wash their hands as they run the risk of scalding themselves. Leaders and managers do not ensure that children's safety and well-being are protected sufficiently. As a result of these regulatory failures, although the outcomes for children in the Early Years Foundation Stage are good, leadership and management and the overall effectiveness of the Early Years Foundation Stage are inadequate. The school meets most of the regulations for its continued registration as an independent school in other respects. The good curriculum and other activities meet the range of needs and interests of children well and effective teaching and assessment help children make good progress in their learning. Children's spiritual, moral, social and cultural development is good and leads to good behaviour.

Quality of education

The overall quality of the curriculum is good. It effectively blends child-initiated and adult-led activities which results in good outcomes. Adult-led activities focus largely on the *Kodesh* (religious studies) curriculum, numeracy and literacy. The school has a good range of trips and visitors such as those from the fire and rescue service and the police. These encounters help children to learn effectively about safety and the range of services available. Teaching and assessment arrangements are good. Teachers pace their lessons well and the dynamic teaching uses a range of resources to captivate children and maintain their interest. For example, teachers use 'actions' to encourage children to participate in morning prayers. Children enjoy their lessons, have good relationships with their teachers and participate avidly in class discussions.

Teachers track children's progress through Early Years Foundation Stage profiles that are completed termly and anecdotal observations are used to inform assessments. At the end of each week, children bring home a short newsletter with details of the topics covered during the week. These help parents to understand their children's progress and are often the focal point for discussion with teachers when they have concerns. Children make good progress in their learning, especially in reading; both in Hebrew and English. This reflects the school's firm commitment to a phonic approach to reading aided by learning how to read Hebrew before English. Children especially enjoy reading lessons and take great pride when they learn new letters and vowel sounds.

Lesson planning is usually good, leading to good progress, but lesson plans are not all of a consistently good quality. They sometimes do not identify well enough children's varying abilities with suitable activities to match the children's different learning needs. Teachers use role-play and song at every opportunity. For example, children acted out the biblical story of Jacob blessing his grandsons and sing during prayer, numeracy and literacy lessons. Children are encouraged to use the outdoor facilities even in inclement weather, as long as it is safe, to strengthen their appreciation for the outdoors and physical pursuits.

The school is inclusive and welcomes children with special educational needs or disabilities. It employs speech and language therapists and works closely with the local special educational needs support service and educational psychologists. Ratios for supervision are met and often exceed the requirements when extra support is provided for children with specific difficulties. The school meets the needs of children with special educational needs well and has good systems of assessing their needs and monitoring progress. A specialist teacher supports reception children with their literacy and numeracy skills when necessary and teachers work with small groups to improve the outcomes of children's with communication difficulties.

Spiritual, moral, social and cultural development of the pupils

The children's spiritual, moral, social and cultural development is good. Children are encouraged to develop their self-knowledge and self-confidence through independently selected play and activities. Teachers encourage children to participate in class discussions in order to improve their communication skills and to ensure that they understand what is being taught. They use a range of incentives to encourage good behaviour both in school and at home such as 'Mitzvah Notes' that parents send in to school when their children deserve extra praise and rewards during lessons. Children learn how to distinguish right from wrong through the *Kodesh* elements of the curriculum and the strong religious ethos of the school. They learn to respect the law through visits from representatives of local services and the police.

Children are encouraged to accept responsibility for their behaviour through the strong guidance of their teachers. Their behaviour is good. They are enthusiastic to learn and their attendance is generally good. They show initiative and understand how they can contribute to community life through a keen understanding of the functions of the orthodox Jewish community and the importance of charity. This helps prepare them for their future lives as upstanding members of their community. They are enthusiastic when they take part in school performances during festivals and when they formally begin to study the Bible. Children acquire an appreciation of and respect for other cultures through discussions and an emphasis on the basic tenet of Judaism that, 'All people are created in G-D's image'.

Safeguarding pupils' welfare, health and safety

The school's provision for the children's welfare, health and safety is inadequate overall. Policies relating to welfare health and safety are in place and children feel safe at the school. Staff have good regard for health related issues and a good number of them have appropriate first-aid training. Children are aware of, and learn effectively about healthy lifestyles and healthy eating through topic work that often integrates elements of numeracy or communication skills. An example of this is that they are encouraged to count their fruit and guess which type of fruit is in a box. However, the school's child protection policy lacks some required information. Although many of the staff have received recent training in child protection procedures, some have not, and the school's records of staff training are inadequate because important details are missing. The school does not comply with the

Regulatory Reform (Fire Safety) Order 2005 because it does not conduct fire drills at appropriate times and fire evacuation records lack important details. Checks on fire equipment are irregular and the recording of such checks again lack the necessary details. A number of fire doors cannot be opened easily and this presents a serious fire hazard. The school has not prepared a suitable three-year plan to improve accessibility for children with disabilities. It therefore does not fulfil duties under the Disability Discrimination Act 1995, as amended by the Special Educational Needs and Disability Act 2001.

Compliance with regulatory requirements

The school does not meet all requirements in respect of provision for welfare, health and safety of children (standards in part 3) and must:

- improve the arrangements to safeguard and promote the welfare of children at the school and ensure that these arrangements have regard to guidance issued by the Secretary of State (paragraph 7)
- comply fully with the Regulatory Reform (Fire Safety) Order 2005 (paragraph 13).

The school does not meet all requirements in respect of staff, supply staff, and proprietors (standards in part 4) and must:

- for all appointments from 1 September 2003, ensure that appropriate checks are carried out and completed to confirm each member of staff's identity, medical fitness and where appropriate, qualifications, and for appointments made from 1 May 2007 the additional check of their right to work in the United Kingdom (paragraph 19(2)(b))
- ensure that the checks in 19(2)(b) are completed before a person's appointment apart from where exemptions apply (paragraph 19(3))
- ensure that the information in the single central register is recorded so that it is capable of being reproduced in a legible form (paragraph 22(2))
- ensure that for each member of staff appointed on or **after** 1 May 2007, the register shows that the following checks were made, including the date on which each check was completed or the certificate obtained:
 - of the person's identity
 - that the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (Independent Safeguarding Authority (ISA) barred list), or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect

- of relevant qualifications, if appropriate
 - whether an enhanced criminal records bureau (CRB) certificate was obtained
 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, the further checks are made which have regard to any guidance issued by the Secretary of State
 - of their right to work in the United Kingdom (paragraph 22(3)).
- ensure that for each member of staff appointed at any time **before** 1 May 2007, the register shows that the following checks have been made, including the date on which each check was completed or the certificate obtained:
- of the person's identity
 - that the person is not barred from regulated activity relating to children in accordance with section 3(2) of the Safeguarding Vulnerable Groups Act 2006 (ISA) barred list, or there is no direction made under section 142 of the 2002 Act in respect of that person (List 99), or disqualification prohibition or restriction having the same effect
 - of relevant qualifications where appropriate
 - whether an enhanced CRB certificate was obtained
 - in the case of any person for whom, by reason of living or having lived outside the United Kingdom, the further checks made which have regard to any guidance issued by the Secretary of State (paragraph 22(4)).

The school does not meet all requirements in respect of the premises of and accommodation at schools (standards in part 5) and must:

- ensure that the water supply meets the requirements of the Education (School Premises) Regulations 1999 (paragraph 23(a)).
- ensure that no areas of the school compromise health or safety (paragraph 23(i))
- ensure that the hot water in the washrooms and toilets in all parts of the accommodation is properly regulated, including facilities for children with special needs and disabilities, which take account of regulations 3 and 4 of the Education (School Premises) Regulations 1999 (paragraph 23(j)).

In order to comply with the requirements of the Disability Discrimination Act 1995 as amended by the Special Educational Needs and Disability Act 2001, the school should devise a three-year accessibility improvement plan.³

³ www.opsi.gov.uk/acts/acts1995/ukpga_19950050_en_1

Inspection judgements

Outstanding	Good	Satisfactory	Inadequate
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The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development		✓		
The behaviour of pupils		✓		

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils				✓
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The quality of the Early Years Foundation Stage provision

Outcomes for children in the Early Years Foundation Stage		✓		
The quality of provision in the Early Years Foundation Stage				✓
The effectiveness of leadership and management of the Early Years Foundation Stage				✓
Overall effectiveness of the Early Years Foundation Stage				✓

School details

School status	Independent		
Type of school	Nursery school		
Date school opened	1981		
Age range of pupils	2-6		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 69	Girls: 74	Total: 143
Number on roll (part-time pupils)	Boys: 16	Girls: 23	Total: 39
Number of children aged 0–3 in registered childcare provision	Boys: 17	Girls: 30	Total: 47
Number of pupils with a statement of special educational needs	Boys: 2	Girls: 0	Total: 2
Number of pupils who are looked after	Boys: 1	Girls: 0	Total: 1
Annual fees (day pupils)	£ 1,914		
Annual fees (childcare)	£ 4,926		
Address of school	Alexandra Road Gateshead Tyne and Wear NE8 1RB		
Telephone number	0191 4783723		
Email address	headteacher@gatesheadkinder.org.uk		
Headteacher	Mrs Ruth Ehrentreu		
Proprietor	Gateshead Jewish Nursery School Trust		