

Gateshead Jewish Primary School

18-19 Gladstone Terrace, Gateshead, Tyne and Wear, NE8 4EA

Inspection dates

5–6 March 2013

Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Outstanding	1
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

Summary of key findings

This school is good because

- Pupils' achievement is good. They make good and sometimes outstanding progress in *Kodesh* (religious studies) and good progress in *Chol* (secular studies).
- Pupils' behaviour and their personal development are outstanding. They are extremely polite and show great consideration towards others.
- Teaching is good. Teachers have good subject knowledge and enable pupils to achieve well in individual lessons and also over time.
- The leadership of the school has had a positive impact on improving the quality of teaching, the curriculum and pupils' achievement. The school has continued to improve since the last inspection.

It is not yet outstanding because

- The school monitors pupils' progress well in each class, but the use of whole school tracking systems should be improved to help pupils achieve even better.
- Teachers' marking of pupils' work does not always give them sufficiently clear feedback on how to improve and there are not enough opportunities for pupils to respond to marking.
- Although there have been improvements, occasionally pupils' work is not matched quite precisely enough to their individual needs.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with half a day's notice.
- The inspectors observed 22 lessons taught by 20 teachers, heard pupils read and evaluated samples of pupils' work. Discussions were held with groups of pupils, the Principals, senior leaders and members of the Committee of Gateshead Jewish Primary School. The school does not use alternative provision.
- Inspectors checked the school's compliance with the regulations for independent schools. A wide range of school documentation was viewed, including the school improvement plan, schemes of work, records of pupils' progress and policy documents.
- Inspectors took account of the views expressed in questionnaires from 52 staff and 179 parents and carers.

Inspection team

Christine Inkster, Lead inspector	Her Majesty's Inspector
Dr J Yodaiken	Additional Inspector
Sarah Drake	Additional Inspector
Martin Bates	Additional Inspector

Full report

Information about this school

- Gateshead Jewish Primary School is a large primary school for Orthodox Jewish girls and boys aged from five to 11 years of age.
- It was established in 1953. It serves the strictly Orthodox Jewish Community in Gateshead and provides for pupils' specific religious and educational needs.
- In accordance with the religious ethos of the school, boys and girls are taught separately on different sites. There are two leadership teams with a Principal for each part of the school. They work together, supporting and overlapping where appropriate.
- There are currently 208 boys and 276 girls on roll aged between five and 11 years. There are three girls and three boys with statements of special educational needs.
- The school is guided by the principles of Torah (Old Testament/Jewish Law) and rooted in an ethos of Torah values.
- The school was last inspected in November 2009, since when both Principals have joined the school.
- The school does not use alternative provision.

What does the school need to do to improve further?

- Ensure that data relating to pupils' progress is recorded and analysed more thoroughly to identify areas of weakness more precisely, and use the information to help accelerate pupils' achievement further.
- Improve the quality of teaching by:
 - ensuring that all teachers plan more precisely to meet the needs and abilities of all pupils in each class
 - ensuring that marking identifies more specifically what pupils need to do to improve their work, and make sure that pupils have regular opportunities to respond to marking and feedback.

Inspection judgements

Pupils' achievement

Good

Pupils' achievement is good. Pupils join the school in Year 1 with reading, writing and numeracy skills that are broadly in line with expectations for their age. They make good progress because of the good quality of teaching and improved curriculum, and reach above average standards by the time they leave Year 6. Disabled pupils and those who have special educational needs, including a small number of pupils with a statement of special educational needs, also make good progress because of the good support they receive in lessons and in individual sessions. All pupils have individual learning targets and know what they have to do to achieve them. Pupils make at least good and sometimes outstanding progress in their *Kodesh* studies, particularly in *Chumash* (bible) lessons.

Pupils develop their literacy and numeracy skills well because they have the opportunity to practise their skills in other subjects. Analysis of pupils' work confirms that their progress is good in most aspects of literacy and numeracy. Pupils are developing their reading skills well and are able to reflect upon the books they have read. Younger pupils are making rapid progress in learning the sounds and the letters they represent (phonics). Reading is given high priority and most pupils leave the school with above average reading skills. Pupils are making noticeable improvements in developing their writing skills. However, boys' writing skills, although improving, are slightly weaker than those of girls. Pupils are given more opportunities to write at length and relish the opportunity to become the 'star writer' in their class. Attainment in mathematics is above average and a range of more practical activities is being used to extend pupils' learning.

Pupils' behaviour and personal development

Outstanding

Pupils' behaviour and personal development are outstanding. Their spiritual, moral, social and cultural development is also outstanding. There are excellent relationships between staff and pupils, and between pupils themselves. Pupils' behaviour is exemplary in lessons and around the school. They show great respect to adults and are extremely polite and courteous. They have very positive attitudes to learning and say they enjoy coming to school. Their attendance is high and they arrive at school on time.

Pupils are taught the difference between right and wrong and to respect the law through the *Kodesh* curriculum and through aspects of citizenship lessons. They gain an excellent understanding of public institutions and services in England through visits to the Civic Centre to observe Council meetings and when the Mayor visited the school. Pupils are currently in the process of electing members for the School Council. Pupils have been proactive in ensuring that improvements have been implemented in the local area. They approached the local council and requested a 20 mph zone around the school, wider footpaths and bollards to prevent cars parking close to the school to ensure pupils' safety; all these have been established. Pupils also visit a local park to plant bulbs and collect litter. Pupils take on responsibilities in school, such as looking after younger pupils at break and lunchtimes, and organising key events throughout the school year, such as running stalls for school celebrations and organising a talent show.

Pupils take part in a *shmiras haloshon* (guard one's tongue) activity which ensures they understand the importance of not speaking badly about others. Pupils' self-esteem and confidence is strongly promoted through all aspects of school life, but particularly when pupils write compliments about one another. These are given to the pupils to keep and share with their parents and carers. Pupils develop their spirituality through the *Kodesh* curriculum and when expressing their feelings through art, music, drama and dance. Pupils develop a very good understanding of diversity through learning about other countries and cultures, for example when celebrating European Day and learning about communities in Africa. This greatly promotes pupils' understanding and respect

for their own and other cultures, religions and backgrounds and prepares them well for life in a modern, multicultural, democratic British society.

Quality of teaching

Good

The quality of teaching is good, enabling pupils to make good progress. In *chol* lessons, teachers have good subject knowledge and enthuse their pupils. This was shown in a Year 2 lesson where pupils produced some good quality writing about owls learning to fly because of the inspiration provided by the teacher. Teachers ask good, probing questions and pupils are expected to give clear reasons for their answers. Pupils work cooperatively in groups and pairs to solve problems, for example when identifying living and non-living things in a science lesson. Teachers share with pupils what they are to learn and make clear what they have to do to achieve. Teachers now have higher expectations of what pupils can achieve and, while most work provided is appropriate for the abilities of the pupils, occasionally the work is too easy or too hard. Disabled pupils and those who have special educational needs receive help from learning support assistants and are given work adapted to meet their needs. This ensures that they make similar progress to their classmates. The quality of teaching in *Kodesh* is good with some outstanding teaching. In the best *Kodesh* lessons, all *Rebbes* (teachers) are very secure in their subject knowledge and provide very good role models for pupils to follow. They demonstrate a warmth and love of Torah and they show great enthusiasm which inspires pupils. *Rebbes* have high expectations and the use of accurate assessments enables them to provide work for pupils which is challenging.

Teachers assess pupils' progress well through regular tests and keep class records. Leaders monitor these records and discuss with the teachers any pupils who may need additional support or challenge. However, the overall school systems for recording pupils' academic progress are not sufficiently refined to ensure that data is recorded systematically enough so that leaders can identify areas of weakness more precisely and use this information to accelerate pupils' achievement further. While teachers mark pupils' work conscientiously, marking of pupils' work does not always give pupils sufficiently clear feedback on how to improve. In addition, there are not always enough opportunities for pupils to respond to marking and feedback. This is why the quality of teaching is good, rather than outstanding.

Quality of curriculum

Good

The quality of the curriculum is good. The curriculum is divided into two parts; *Kodesh* (religious studies) are taught in the morning and *chol* (secular studies) in the afternoon.

The *chol* curriculum is good and is broadly based on the National Curriculum programmes of study. The curriculum has improved and widened since the last inspection, with clear progression planned in learning across each year group. Improvements in teachers' planning have ensured that pupils are making better progress, including disabled pupils and those who have special educational needs. The curriculum includes literacy, numeracy, science, history, geography and physical education with other subjects such as art, design and technology (such as making models), music and drama being taught in a cross-curricular way. Information and communication technology is not taught for religious and cultural reasons and at the request of parents and carers. There is evidence of cross-curricular links, such as aspects of literacy being taught in history lessons in Year 6. There are also links between the *kodesh* and *chol* curricula; for example aspects of personal, social, health and citizenship education are taught discretely as well as being woven throughout the curriculum. In particular, there is a focus on health education and promoting healthy lifestyles through visitors into school, such as those from staff at a local healthy living centre who promote healthy eating. There are now more educational visits such as to 'Safety Works' where pupils learn about fire safety and first aid. There is a wider range of extra-curricular activities, such as aerobics, gardening club, dance, and drama, which do much to promote pupils' enjoyment in learning.

Some aspects of the *Kodesh* curriculum are outstanding, reflecting the *Charedi* (religious) Jewish

ethos of the school, instilling in pupils a great sense of pride in their rich heritage and traditions. It covers all the core subjects including *Chumash* (bible), *davening* (prayer), *Gemoroh* (Talmud), *Middos* development (good character building), *sedra* (weekly Torah portion) and Jewish general knowledge. It is underpinned by the celebration of events of the Jewish calendar and a structured *kriah* (scheme for teaching reading). The strengths of the *Kodesh* curriculum include excellent progression in *Chumash*, ensuring that pupils' knowledge and skills are built upon each year. The well-planned *Kodesh* curriculum, supported by comprehensive schemes of work, is a strong feature of the school's provision and ensures that a spiritual ethos permeates the school.

Pupils' welfare, health and safety

Good

The provision for pupils' welfare, health and safety is good. Safeguarding arrangements are securely in place and the school has correctly checked the suitability of staff and others to work with pupils. This information is held on the single central register, as required. The designated staff responsible for safeguarding and all other staff have been trained to the required level. All essential policies and procedures are in place, including those for child protection, health and safety, first aid and anti-bullying. These are fully understood by staff and properly implemented. Several staff are trained in paediatric first aid, with two staff who have received an enhanced level of training. Good procedures are in place to record any accidents or incidents and detailed risk assessments are conducted. Regular safety checks are carried out to ensure that the buildings and grounds are safe for pupils. There are regular fire drills and fire equipment and electrical appliances are appropriately checked.

Effective policies are in place for promoting good behaviour and these are consistently applied by staff. Discussions with pupils indicated that behaviour is very good over time and any rare incidents of bullying are promptly addressed. Pupils say they feel safe and can turn to adults if they have any concerns. Parents and carers believe that their children are kept safe. The school works hard to promote healthy lifestyles, particularly healthy eating, and there are good opportunities to participate in sport and exercise. All the independent school standards are met.

Leadership and management

Good

The quality of leadership and management is good. Since their appointment, the two Principals have taken successful steps to improve the quality of teaching and the curriculum. They have implemented good systems to check the performance of staff and targets are given for improvement. They have provided appropriate and regular training for staff to enable them to develop their skills. This has had a good impact on raising pupils' achievement, particularly as staff are reflective and willing to accept feedback that helps to improve their performance. Staff questionnaires indicate that staff are proud to work in the school and value the support from leaders. There is a very positive ethos within the school that fosters pupils' good academic achievement, outstanding personal development and attitudes to learning, and their exemplary behaviour.

Leaders are ambitious and have high expectations of staff and pupils, and their vision for the school is shared by the staff and members of the Committee of Gateshead Jewish Primary School. Members of this committee have an impressive understanding of the strengths and areas for improvement in the school and have taken prompt action to tackle any weaknesses, particularly in teaching. They regularly visit the school and provide good support and challenge to leaders. As a result, the leadership of the school has an accurate understanding of the school's performance and effective plans are in place to improve further.

Leaders have taken positive steps to form better relationships with parents and carers. Parents and carers are invited to parents' meetings twice a year and receive two reports on their child's progress. They are also regularly informed of the work of the school through detailed newsletters. The school has developed good partnerships with other local schools and agencies in order to

benefit pupils, for example in gaining support for disabled pupils or those who have special educational needs. Parents and carers indicated in their questionnaires that they have very positive views of the work of the school.

The premises are clean and tidy and ensure an effective and safe learning environment for pupils. Parents, carers and others are provided with all the required information about the school through the school prospectus. The complaints policy fully meets requirements. Leaders and managers have ensured that all the independent school standards are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	108416
Inspection number	408706
DfE registration number	390/6004

This inspection was carried out 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.

Type of school	Jewish Charedi
School status	Independent School
Age range of pupils	5–11
Gender of pupils	Boys and girls
Number of pupils on the school roll	484 (208 boys, 276 girls)
Proprietor	Committee of Gateshead Jewish Primary School
Chair	Rabbi Silkin
Principals	Rabbi E Schleider and Mrs R Springer
Date of previous school inspection	17 November 2009
Annual fees (day pupils)	£76.00 per week
Telephone number	0191 477 2154 or 0191 478 5841
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