

# Haskel School

2–4 Cambridge Street, Gateshead, Tyne and Wear, NE8 1RP

**Inspection dates** 11–13 November 2014

<b>Overall effectiveness</b>	<b>Outstanding</b>	<b>1</b>
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1

## Summary of key findings

### This is an outstanding school because

- Teaching is outstanding and takes full account of the pupils' complex needs.
- Achievement is outstanding. Pupils make outstanding progress particularly in developing their literacy and numeracy skills due to the expertise and encouragement of their teachers.
- Pupils' behaviour and attitudes to learning are outstanding because they respond extremely well to the support offered by their teachers. Pupils, who often enter the school with negative attitudes to education, settle quickly into regular attendance and enjoyment of their learning.
- The headteacher provides outstanding leadership and she has ensured that teaching and achievement are outstanding; school leaders and staff share a drive for excellence which has ensured rapid and sustained progress since the school's registration.
- The school's curriculum is outstanding because it meets the needs of pupils exceptionally well. It fully covers all the required areas of learning and promotes a thirst for knowledge and a love of learning. British values are supported impressively by the school's *Kovod Habriyous* (respect for others) curriculum.
- Governor's knowledge of the school is most impressive and they hold it to account most effectively.
- Procedures to ensure the safety of pupils are outstanding and pupils feel very safe at school.
- The school works well with parents and carers who fully support the work of the school, as demonstrated by the very positive comments of the parents interviewed. For example one parent stated that 'school is a lifesaver for my son'.
- Systems for lesson observations are not yet fully linked to the way staff's performance is managed.

### 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 conducted with one day's notice.
- The inspectors observed 11 lessons and scrutinised samples of pupils' work in many subjects.
- Discussions were held with governors, the headteacher, senior teachers and with a representative group of pupils and parents.
- School policies, documents and records were perused and discussed.
- The inspection took account of the result of a survey from seven staff.

## Inspection team

Jonathan Yodaiken, Lead Inspector

Additional Inspector

Joanna Sharpe

Additional Inspector

## Full report

### Information about this school

- Haskel School is an independent *Charedi* (strictly orthodox) Jewish Special School, founded in 2013 and situated in the heart of the Jewish community in Bensham, Gateshead.
- Haskel provides specialist provision for a wide range of special educational needs/disabilities including autism spectrum disorders (ASD), moderate learning difficulties (MLD), speech, language and communication needs (SLCN) and specific learning difficulties (SpLD) within a culturally sensitive environment. The school's establishment has been very well supported both by the local Jewish community and the local authority. Haskel works very closely with the Gateshead Jewish Primary School so that pupils can be included at specific times in a more mainstream environment.
- This is the school's first full inspection. The pre-registration visit took place in April 2013 when the school was granted registration for 12 pupils between the ages of 5-11 years. Currently there are five pupils on roll, two of whom have statements of special educational needs, two with Education, Health and Care Plans (EHCP) and one for whom an application for an EHCP is in preparation.
- The school provides two curricula taught in tandem; a *Chol* (secular studies) and *Kodesh* (Jewish studies) curriculum.
- The school is guided by the principles of Torah (Jewish law) and rooted in the ethos of Torah values, which aims "to provide education for children whose special educational needs cannot be met in a mainstream school, so that they can blossom into self-motivated productive members of British society in which their academic and social potential is developed".
- The school is in a Victorian terraced building at 2 - 4 Cambridge Terrace. There is a major building plan in place, with contracts exchanged for what will be a spacious building within large grounds.

### What does the school need to do to improve further?

- Maintain and build on the already existing high quality of leadership and management by:
  - embedding a more formal and systematic approach to lesson observations which is more effectively linked to follow-up observations and management of staff performance.

## Inspection judgements

### The leadership and management are outstanding

- The quality of leadership and management is outstanding because the headteacher, senior leaders and teaching staff have high expectations for pupils' achievement and personal development which they rigorously pursue. Although the school has secured outstanding teaching and achievement, leaders are determined to continue to move the school forward at an accelerated pace. The development plan identifies challenging areas for improvement, together with areas for implementation, which can be quickly acted upon.
- The headteacher works harmoniously with all staff to ensure that pupils are provided with a rich range of learning experiences and activities to meet the various complex needs of the pupils. The morale of staff is high due to the valuable support provided by the headteacher and the opportunities for staff training, particularly that which is provided in-house by expert staff through modelling lessons.
- British values are continuously being reinforced within *Kodesh* and *Chol* lessons through the innovative *Kovod Habriyous* curriculum, which encourages pupils to always show respect to others, even if they have a different religion, culture or lifestyle, as prescribed by the Torah.
- The school's leaders work exceptionally well with external agencies, including the local authority, in supporting all the pupils at the school. These outside agencies, such as educational psychologists, facilitate assessing pupils' needs, developing individual programmes and training staff to deliver programmes.
- The headteacher takes an active role in classroom activities, coordinating all the staff very effectively to meet the individual needs of pupils. Specialist contracted staff, such as an occupational therapist and a speech and language therapist, come regularly into school to support pupils and to train learning support assistants about how to reinforce on a daily basis their specialist input.
- Highly effective ongoing assessments provide the school with a clear insight into pupils' progress. Once a year a comprehensive report is produced within an individual pupil profile report, which is computer generated and plots progress year-on-year. This visual representation of pupil progress now needs to be replicated for *Kodesh*, so that the already excellent tracking system can be easily analysed.
- Procedures for monitoring the quality of teaching take place on a regular basis. However, observations are not always linked sufficiently well to a systematic and formal approach to lesson observations, where targets for teachers and areas for development are followed-up in a rigorous way. The school are aware of this and have recently appointed a specialist leader of teaching and learning to embed this.
- **The governance of the school:**
  - Governors are knowledgeable about the school and the quality of teaching, and are exceptionally committed to driving improvement forward. While they are fully supportive of the school they are equally determined to hold it to account.
  - The governors have ensured that all the independent school regulations are met. The drive to buy new premises is very impressive and has come about through the dedication and resourcefulness of the governors.
  - Governors have supported the headteacher in introducing procedures for managing teachers' performance by appointing a leader in teaching and learning. This leader will facilitate these procedures being embedded for all staff and ensure they are linked to lesson observations and time related targets.

### The behaviour and safety of pupils are outstanding

- Behaviour is outstanding and this has a very positive impact on pupils' learning and their academic achievement.
- Pupils often arrive at the school with largely negative experiences but soon settle into the calm atmosphere and positive expectations of the school. They begin to take an interest in the subjects and activities provided and develop the confidence to succeed. One pupil who refused to go to school previously elsewhere now has a high attendance record.
- This success is based on the excellent relationships with the staff as pupils learn to trust in them and to believe in their own ability to succeed.
- Pupils display exceptionally positive attitudes to learning and a real joy in coming to school. As a result, attendance is excellent with little unauthorised absences. Good manners and courtesy characterise pupils'

everyday approach and they are always willing to help.

- In class pupils demonstrate a determination to learn and are enthused and focussed upon lesson activities, due to the superb facilitation of staff. They demonstrate very high standards of spiritual, moral, social and cultural development and provision in these regards is very effective. The school behaviour policy identifies rewards and sanctions that could be used. In practice many rewards are given and very few sanctions are given out.
- During the inspection pupils were extremely polite and respectful to the visitors, demonstrating positive curiosity about the inspection process.
- Parents and carers report that behaviour at the school is outstanding due to the highly effective nurturing environment, the expertise of teaching staff and dedication of the headteacher and governors.
- Personal development is outstanding. Pupils learn to respect the views of others and gain tolerance and understanding of people from other backgrounds. Pupils' personal targets include 'I know that people like to dress according to their religion and culture and I must respect and be tolerant of others who have different religions and cultures'. They learn about their own religion and heritage and gain information about others from different backgrounds within lesson activities. Pupils are encouraged to give money to *Tzedakah* (charity) and they are actively involved in a charity drive to collect money for Hatzola (first aid emergency response organisation). Pupils enjoy taking part in prayer sessions and are encouraged to pray for the welfare of others less fortunate, particularly those who may be unwell.
- Through the content of the *Kodesh* curriculum pupils develop moral and cultural awareness. Pupils are presented with a range of opportunities to develop their knowledge and understanding of British institutions in lessons and during regular visits of police officers, fire service personnel and traffic control officers, who help pupils develop an appreciation of their work. The recent visit to the Gibside National Trust Park focussed upon mini beasts and helped to engender in pupils the importance of British conservation activity.
- Partisan political views are not tolerated, whether in attendance at the school or when pupils are taking part in extra-curricular activities organised by the school, as demonstrated in school policy. All staff are keenly aware of the need to imbue British values to pupils at the school. There is a very effective British Values Policy and display throughout the school demonstrates the high priority which the school places on this important area.
- The school's work to keep pupils safe and secure is outstanding. Arrangements for the recruitment of staff, training of staff in safeguarding, fire safety and first aid are excellent and are implemented and reviewed thoroughly.
- Supervision levels are good and the site is secure with entry to the school buildings being closely monitored. Pupils confirm that they feel very safe at school. They have excellent relationships with staff and pupils are confident that they can approach teachers if they have any concerns.
- The school's anti-bullying policy is effective and pupils state that 'boys are nice to us' which implies that there is little bullying. The high staff to pupil ratio and the high level of supervision absolutely ensures that this is the case. Pupils learn good *middos* (character traits) continuously. An example of this is seen in *Kodesh* lessons where *rebbe*s (*Kodesh* male teachers) focus upon good *middos* within daily story telling sessions.
- Parents and carers report that their children feel very safe at school and that the leadership and management of the school correctly treat the safeguarding of pupils as a high priority and act effectively to keep pupils safe.

### The quality of teaching

### is outstanding

- The quality of teaching is outstanding in both *Kodesh* and *Chol* lessons and enables pupils to make outstanding progress from their low starting points.
- Teachers demonstrate excellent subject knowledge and know their pupils well. This is due to the very high ratio of teachers to pupils and through the use of very accurate tracking systems, which staff use to plan lessons precisely, and to ensure that the pace of lessons is very appropriate. The specialist members of staff who regularly teach at the school offer advice to teachers and to learning support assistants on how to reinforce their work, for example, within occupational therapy or speech and language. Learning support assistants work very effectively within the classroom consolidating learning and helping to keep pupils focussed.
- Teachers have very high expectations of pupils within the context of their complex needs and relationships between staff and pupils are very positive.

- Teachers question pupils very skilfully, which keeps pupils focused and builds up their knowledge and skills. For example, in a CVS (*Chumash Vocabulary System*) Hebrew vocabulary lesson the *rebbe* asked the pupil to consider a 'high place' when teaching the word *mokoim* (place), to which he responded, 'a *shul* (synagogue)'.
- Teachers use a variety of different approaches to engage pupils, including social stories, role play and drama, song and use of the computer. An example of the use of role play and drama was seen in a group lesson where the teacher gripped the pupils' attention by dressing up as a Roman.
- Basic skills in English are taught well. For example, there are many opportunities in different lessons and activities for pupils to develop their reading skills. Basic skills in mathematics are taught very soundly. For example, mathematical concepts are expressed to pupils using a range of strategies.
- The curriculum is effectively divided into two parts, *Kodesh* and *Chol*. The *Kodesh* curriculum covers a wide range of subjects which are very expertly broken down into mini steps. For example, *chumash* (bible), *davening* (prayers), *halochah* (Jewish law), *sedra* (weekly portion of the Torah) and *ydiah kloris* (Jewish general knowledge). The *Kodesh* curriculum incorporates many elements of the required areas of learning, such as mathematics, history and geography.
- The *Chol* curriculum is outstanding with English, mathematics and physical education taught discretely and all other subjects being taught through topic work within *Kodesh*, in a cross curricular way. Curriculum plans and schemes of work to support the curriculum are outstanding.
- The quality of marking in pupils' books is good and very appropriate for the pupils at the school. Teachers use praise and stickers effectively but do not always relate marking to pupil targets.
- Accurate assessment is recorded in individual files and used to help plan lessons. Particularly impressive is the use of agreed criteria in the assessment of literacy and mathematics. This data is then used to generate graphs and tables which assist analysis. Assessment in *Kodesh* is also effective and particularly so in the use of CVS, although this data is not yet presented visually for each pupil using computer generated graphs.

### The achievement of pupils

### is outstanding

- All the evidence indicates that achievement is outstanding. School records, pupils' work in books and discussions with staff indicate that pupils develop a love for learning and a pride in their work. Evidence from inspectors' perusal of all pupils' work indicates that all pupils make exceptional gains in their knowledge and understanding in a range of subjects including topic work where science, history and geography are taught.
- All pupils start in the school at standards of attainment in English and mathematics which are well below those which are expected for their age and with mainly negative views of learning. Pupils make outstanding progress because of outstanding teaching that very carefully takes into account pupils' personal needs. This ensures that all achieve equally impressively, including the most able pupils within this context, and those with the more complex disabilities and special educational needs.
- The exceptional personal development of pupils, which has a very positive impact on academic achievement, is supported by an innovative model of assessment. It enables the school to trace precisely pupils' progress linked to these specific areas and to complete a learning template which enables the school to formulate an action plan for intervention. An example of the effective use of this system is the introduction of a visual timetable which shows pupils exactly what is happening at different times of the school day.
- As pupils go through the school they develop their literary and numeracy skills well because these subjects are taught in an organised fashion using many different teaching methods. An example of this exceptional achievement is a Year 6 pupil who has now mastered units, tens and hundreds as a mathematical concept, whereas at the beginning of the year he struggled with tens.
- In addition, the emphasis on active experiential learning motivates the pupils and helps them to understand concepts. An example of this active learning is seen in a science lesson when pupils blend fruits and see how these fruits change form through blending.
- There are many opportunities in different lessons and activities for pupils to develop their reading skills and practise their writing skills within *Kodesh* and *Chol* lessons. The phonic skills building within Hebrew reading supports pupils' English phonic skills well. As a result, most pupils have moved onto the next phase in their phonic awareness skills over the last term. Pupils are provided with many very good opportunities to develop their speaking and listening skills in literacy and within topic work when they are consistently challenged to share their views.

- Pupils enjoy the regular opportunities afforded to them to take part in music and art lessons and gain from the physical education sessions which take place in the back garden of the school and also on occasions within a mainstream environment at the Gateshead Jewish Primary School.
- Pupils' progress in *Kodesh* is outstanding; particularly impressive is the outstanding progress made in the learning of Hebrew vocabulary supported by the CVS strategy.
- The school is exceptionally successful in bridging the gap between the attainment of these pupils and other pupils' nationally and providing pupils with a setting which develops their self-esteem and confidence and ensures that they have equality of opportunity.

## What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.ofsted.gov.uk/resources/140053](http://www.ofsted.gov.uk/resources/140053).



## School details

<b>Unique reference number</b>	139807
<b>Inspection number</b>	443011
<b>DfE registration number</b>	390/6001

This inspection was carried out under section 162A of the Education Act 2002, as inserted 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.

<b>Type of school</b>	Jewish school for pupils with special educational needs
<b>School status</b>	Independent school
<b>Age range of pupils</b>	5–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	5
<b>Number of part time pupils</b>	0
<b>Proprietor</b>	Haskel Charity Trust
<b>Chair</b>	Rabbi A Sugarman
<b>Headteacher</b>	Mrs S L Sugarman
<b>Date of previous school inspection</b>	Not previously inspected
<b>Annual fees (day pupils)</b>	£12,000 - £19,000
<b>Telephone number</b>	0191 4772998
<b>Fax number</b>	Not applicable
<b>Email address</b>	admin@haskel.org.uk

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