

Gateshead Jewish Boarding School

Also known as Gateshead Mechina

10 Rydal Street, Gateshead, Tyne and Wear NE8 1HG

Inspection dates	5–7 July 2016
Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and managers are not effectively monitoring pupils' progress.
- Leaders and managers have not made sure that areas identified as needing improvement at the last inspection have been improved upon fast enough.
- Leaders and managers do not ensure that pupils are effectively prepared for life in British society.
- Pupils' attainment in the Chol (secular) curriculum is weak in some subjects.
- Teachers do not have high enough expectations of pupils' basic literacy skills across all subjects.
- Not all teachers adapt teaching so that pupils' different abilities are met.
- Teachers do not always have enough resources or time spent in lessons to encourage good learning to take place.
- Leaders and managers do not monitor the quality of teaching to bring about improvement.
- Pupils do not receive up-to-date careers advice or study enough subjects to GCSE level to ensure that they are prepared for opportunities in modern Britain.
- Leaders and managers have not ensured that all the independent school standards are consistently met.
- Pupils do not receive enough information during lessons or in books to help them know how to improve.

The school has the following strengths

- Pupils behave and conduct themselves well throughout the school day.
- Pupils make good progress in some subjects, such as their Kodesh (Jewish) lessons and mathematics.
- Parents are very supportive of the work of the school.
- Teachers are skilled at questioning pupils to deepen their understanding, and they plan activities that engage pupils and help them learn.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve leadership and management by ensuring that within clearly defined timescales:
 - moderation is in place to demonstrate clearly the progress that individuals and groups of pupils are making and that this information is used to improve the quality of teaching and the achievement of pupils
 - the quality of teaching is rigorously monitored to bring about improvement
 - pupils have more experiences of life in British society, including of different religions and cultures, so that they are better prepared for life in modern Britain
 - teachers and pupils have access to a wider range of resources, particularly in English, to help them learn
 - pupils have more time during the school day to learn secular subjects, particularly those that they are studying to exam level
 - pupils have greater and more regular access to impartial and up-to-date information about a broad range of career options.

- Improve the quality of teaching, particularly in the Chol subjects by ensuring that teachers:
 - adapt their teaching so that they meet the needs of the different abilities of pupils
 - raise their expectations of basic punctuation and grammar across all subjects, including English
 - give pupils clear feedback so that they know how they can improve.

- The school must meet the following independent school standards.

Part 1. Quality of education provided

- The proprietor must ensure that they do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 1, 2(1), 2(1)(b)(ii), 3, 3(i)). They must also ensure that they encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act¹ (paragraph 2(2)(d), 2(2)(d)(ii)); so that pupils have an effective preparation for the opportunities, responsibilities and experiences of life in British society (paragraph 2(2)(i)).
- The proprietor must ensure that pupils receiving secondary education have access to accurate, up-to-date careers guidance that is presented in an impartial manner so that they are able to make informed choices about a broad range of career options and that helps to encourage them to fulfil their potential (paragraph 2(2)(e)(i)–(iii)).
- The proprietor must ensure that the teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraph 3(d)). They must also ensure that classroom resources are of a good quality, quantity and range and are used effectively (paragraph 3(f)).
- The proprietor must demonstrate that a framework is in place to assess pupils' work regularly and thoroughly and must use information from that assessment to plan teaching so that pupils can progress (paragraph 3(g)).

Part 2. Spiritual, moral, social and cultural development of pupils

- The proprietor must ensure that they actively promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5, 5(a)). They must also encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely (paragraph 5 (b), 5(b)(iii)).
- The proprietor must encourage further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures (paragraph

¹ The protected characteristics are set out in Chapter 1 of Part 2 of the Equality Act 2010.

5(b)(v)); and encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5(b)(vi)).

Part 8. Quality of leadership in and management of schools

- The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a), 34(1)(b)).
- The proprietor must also actively promote the well-being of pupils (paragraph 34(1)(c) and 34(2)).

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leaders and managers have not addressed the areas for improvement identified at the last inspection. Consequently, pupils do not achieve as well as they could and are not fully prepared for life in modern Britain.
- Although some teachers have their own tests to follow pupils' progress, school leaders do not regularly assess the progress that pupils or groups of pupils are making. They do not establish pupils' starting points. This means that information is not available to identify pupils who may be falling behind or where the quality of teaching is not good enough.
- Although the headteacher and deputy headteacher have some knowledge of the quality of teaching in the school, the monitoring of teaching is not thorough or regular. Therefore, teachers are not held to account for the quality of their teaching. Neither do they receive guidance on how to improve.
- Pupils get very little opportunity to learn about, experience and gain an understanding of other religions or cultures. Therefore, they are unable to demonstrate respect for and tolerance of those with different faiths and beliefs. Pupils are also not educated about issues such as sexual orientation. This limits pupils' spiritual, moral, social and cultural development and means that they are not well prepared for life in modern Britain.
- Pupils also have very little experience of society beyond their own immediate community. This restricts their personal development, behaviour and welfare, and the ability to contribute positively to wider society in Britain today.
- Pupils have limited amounts of time during the week to study non-religious subjects. Leaders and managers have not organised the timetable so that pupils make good progress, particularly in subjects they are studying in GCSE examinations.
- Teachers are not able to teach some subjects well, particularly English, due to the lack of resources, such as reading books. Pupils' access to modern British literature, both fiction and non-fiction, is limited and this hinders them from making better progress in English.
- Leaders and managers have only recently organised meetings for pupils where they can explore different career options and receive further guidance. This system has only been made available to a small minority of older pupils. Other pupils across the school have little knowledge of options available so that they can make informed choices.
- Parents are very happy with the progress their sons make and their standards of behaviour.
- Leaders and managers ensure that pupils are well prepared for the next stage of their education should they choose to move on to a yeshiva.
- Leaders and managers receive a wealth of information from the alternative provider that provides support for some pupils. This information demonstrates the good and better progress that these pupils make.
- Safeguarding is effective. Pupils say that they feel safe. The security of the site is extensive, with secure fencing, security locks on all entrances and security personnel patrolling the outside of the premises. Staff have recent up-to-date training to help them to be more knowledgeable than previously about how to keep pupils safe. Appropriate checks are made on all adults to help safeguard pupils.
- **The governance of the school**
 - Governors have a realistic view of the school. However, they have not implemented change fast enough to bring about required improvements and to ensure that all the independent school standards are met.
 - Governors are well informed about what is happening in school through regular meetings. They are aware of how they must challenge the school's leaders and in which areas the school must improve, such as improving attainment in the non-Jewish subjects.

Quality of teaching, learning and assessment requires improvement

- Teachers plan activities that sometimes do not take into account the range of pupils' abilities. Therefore, some pupils are hindered in making the progress of which they are capable.
- When pupils' writing is in English, not enough teachers correct basic punctuation and grammatical errors. Progress in literacy skills is not as good as it could be. Feedback in lessons and in books is not enough to help pupils know how they can improve.

- Teachers are very good at encouraging meaningful discussions during lessons to help pupils learn.
- Teachers are extremely knowledgeable about the subjects they teach.
- Teachers question pupils skilfully to help them gain a deeper understanding.
- Pupils say that they enjoy lessons and that teachers plan activities to maintain pupils' interests and engage them in learning. In science, a video helped pupils reinforce their learning on forces and friction.
- Teachers have secured a safe learning environment for pupils. This means that pupils are willing to experiment and also learn from their mistakes.

Personal development, behaviour and welfare **require improvement**

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement. Pupils lack opportunities to learn about and meet other people in Britain today who may have different beliefs, characteristics and cultures from their own. This lack of experience hinders pupils' good personal development.
- Pupils take part in debates and discussions where they demonstrate the ability to listen carefully and value the opinions of their peers.
- Pupils speak confidently about how to keep themselves safe when using the internet and have a good knowledge of what cyber bullying is. Visits from institutions such as the fire service help them learn how to keep safe in a range of situations. Older pupils learn how to do cardiopulmonary resuscitation and about aspects of fire safety. Pupils know how to dial emergency numbers such as 101 or 999. This knowledge means that they may be able to help others and themselves to stay safe in emergency situations.
- Pupils speak articulately and confidently to visitors and enjoy speaking about the things they have learned.

Behaviour

- The behaviour of pupils is good. Pupils behave well in lessons and at breaktimes. They say that disruption in lessons is rare.
- Pupils enjoy coming to school, and attendance is consistently above that of pupils nationally. Those pupils who occasionally attend lessons at the alternative provision continue to behave well.
- Pupils are kind and considerate to each other and arguments and name-calling are rare.

Outcomes for pupils **require improvement**

- In English and science, pupils reach levels of attainment that are below those expected for pupils of their age. A lack of time spent in these lessons and limited provision for meeting individual needs for these subjects hinder faster rates of progress. This limits pupils' preparedness for the next stage of their education, training or employment should they choose not to move on to a yeshiva.
- Pupils make better progress in information technology than in English and science from low starting points. In mathematics, pupils make good and better progress and reach levels of attainment that are above those of other pupils of the same age nationally. In mathematics, they are split into very small groups with similar ability levels. Consequently, the different needs of pupils are well met.
- Pupils who have a statement of special educational needs or who are less able in the Jewish subjects make good progress. Support from skilled external professionals from an alternative provider means that the needs of these pupils are extremely well met. The progress of pupils with a statement of special educational needs is monitored well through highly individualised plans.
- Occasionally, more-able pupils also receive support from outside the school and this has also helped pupils make much better progress than their peers and other pupils nationally. However, this support is infrequent and currently only for mathematics.
- Pupils make good progress in their Kodesh lessons. The majority of pupils are well prepared for the next stage of their education should they choose to move on to a yeshiva. Most pupils gain places at yeshivas of their choice. Letters received from the proprietors of local yeshivas comment on the high standards pupils achieve in this subject.
- Every pupil has the opportunity to learn to sing in the choir. This they do extremely well and they regularly perform at community festivals and events.

School details

Unique reference number	108414
Inspection number	10008556
DfE registration number	390/6002

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Independent Jewish boys' day school
School status	Independent school
Age range of pupils	10–16 years
Gender of pupils	Boys
Number of pupils on the school roll	130
Proprietor	Mr D Schlieder
Chair	Mr D Schlieder
Headteacher	Rabbi Kupetz
Annual fees (day pupils)	Contributions from parents and the community
Telephone number	0191 477 1431
Website	No website
Email address	chodye@gjbs.gateshead.sch.uk
Date of previous inspection	1 December 2009

Information about this school

- Gateshead Jewish Boarding School is also known as Gateshead Mechina.
- Gateshead Jewish Boarding School accepts up to 147 boys between the ages of 10 and 16 years. There are currently 130 boys on roll.
- The school caters for boys with a range of abilities from the Orthodox Jewish community. Two pupils currently on roll have a statement of special educational needs.
- The school was last inspected in December 2009.
- Parents send their pupils to Gateshead Jewish Boarding School primarily so that they gain a sound knowledge of the Jewish faith through completing Talmud (the core of the Kodesh curriculum) study, and with the intention that they go to a yeshiva when they leave the school.
- The school uses the services of an alternative provider, Haskel School, to support those pupils who may have additional learning needs. This support mainly takes place at Gateshead Jewish Boarding School and occasionally at Haskel School.

Information about this inspection

- This inspection was carried out over two and a half days by two of Her Majesty's Inspectors.
- The inspectors held meetings with the headteacher and deputy headteacher. They also met with members of the governing body, including the proprietor, and spoke to a number of teachers.
- Inspectors spoke to pupils both informally and formally during the school day. Inspectors also heard pupils read. They also considered the work in books in a range of subjects for the majority of pupils in school. The inspectors studied the information on pupils' attainment in GCSE examinations.
- The inspectors visited all the classrooms and observed learning in a range of subjects. They also observed and considered behaviour throughout the school day as well as considering the views of pupils, parents and staff.
- The inspectors toured the building both inside and outside to ensure that the relevant independent school standards were met and that pupils' welfare is taken into account.
- Inspectors spoke to parents and considered 69 parental responses to the schools own paper-copy version of Ofsted's online questionnaire, Parent View. The views expressed were taken into account.
- The inspectors examined school documentation, including a range of policies required as part of the independent school standards. Documents relating to safeguarding, behaviour and welfare, as well as health and safety documents, were also studied.

Inspection team

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Her Majesty's Inspector

Debbie Redshaw

Her Majesty's Inspector

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