

Ateres Girls High School

Willow Grove, Felling, Gateshead NE10 9PQ

Inspection date

2 March 2017

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i)

- The inspection in June 2016 identified that curriculum plans were underdeveloped and did not provide sufficient guidance for inexperienced teachers. As a result, some aspects of the curriculum were not covered and connections between subjects were not made effectively.
- School leaders have taken swift action to review their curriculum policy and their schemes of work. They have secured support from Emmanuel College, which is working closely with them on the content of their curriculum. The result of this is that the curriculum has improved since the previous inspection. This is particularly evident in mathematics where the first review took place.
- Schemes of work and curriculum plans include appropriate challenge and support. This means that inexperienced teachers have more guidance when planning the learning for individual pupils from their starting points.
- The school now has an up-to-date curriculum policy that links to the schemes of work in place and standardises expectations across the curriculum.
- These standards are now met.

Paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii)

- The previous inspection found weaknesses in the impartiality of careers guidance. Pupils did not receive enough careers guidance, particularly information about the range of careers options available to them in modern Britain.
- The school has taken action to improve the provision of careers information for pupils. Through the employment of an independent careers adviser, pupils now have access to appropriate advice. The careers adviser has written a series of lesson plans to cover work-related skill development, career options and training for interviews. The school has recently begun to teach these lessons.
- Training is taking place for form tutors as the first port of call for pupils seeking information about careers. Pupils can also book appointments with the careers adviser through their form tutor.
- Pupils are confident and trust that their tutors and all school staff will support them in

their career aspirations. Pupils said that whatever career they choose, they would be supported. However, some pupils in the younger years are yet to begin to consider their future careers and are unable to talk in a fully informed way about the guidance they are receiving.

- School leaders have developed a programme of external speakers who have begun a programme of talks about their lives and careers in modern Britain. The most recent was about law and the next one is about careers within social enterprise. Pupils feel that they are benefiting from this, but, due to time constraints, not all pupils are able to access all speakers.
- School leaders, alongside the independent careers adviser, have developed a careers policy that is comprehensive and seeks to ensure a variety of information for all pupils, with clearly defined roles for school staff and school leaders.
- Although there are still some minor weaknesses, these standards are now met.

Paragraphs 3, 3(a), 3(c), 3(d), 3(e), 3(g) and 3(h)

- Inspectors in June 2016 found that school leaders had insufficient information about pupils' progress and attainment over time which led to teachers' planning not adequately meeting the needs of pupils. They also found that the quality of teaching and pupil behaviour was variable and the school did not have an assessment policy.
- Through the arrangements with Emmanuel College, school leaders have taken action to improve the quality of teaching and learning in the school. Middle leaders and teachers have observed lessons at Emmanuel College and had the opportunity to work with its middle leaders. This has given middle leaders and teachers ideas for improvements, which they have implemented in their own departments and lessons to improve the quality of learning and the monitoring and evaluation of the quality of teaching.
- Leaders have recently developed a new assessment system. All pupils now have targets to work towards which are based on their prior attainment. A system is now in place to track pupils' progress from their starting points. Teachers are starting to use this information to inform their planning.
- Teachers and middle leaders are strengthening their subject and curriculum knowledge by working alongside Emmanuel College to develop the curriculum.
- Leaders have implemented a new marking and feedback policy to provide feedback for pupils so that they know how to progress to the next stages of their learning. Teachers are beginning to use this information and, where they are, pupils are responding to feedback and making good progress.
- School leaders have developed a new behaviour and reward system. The 'merits and marks' policy gives clear guidance to all teachers on behaviour for learning. Leaders are tracking behaviour more effectively and taking steps to address disruption sooner. This is resulting in a more focused approach to learning and pupils say that their learning is disrupted less.
- These standards are now met.

Part 3. Welfare, health and safety of pupils

Paragraphs 7, 7(a) and 7(b)

- The school has a suitable safeguarding policy, which is compliant with the latest government requirements. Staff training is regular and pupils know whom to go to if they have a problem.
- Pupils say that they feel safe in school and are confident in the adults around them. Through effective liaison with parents, leaders have created a safe culture in the school. Pupils feel able to ask for help, support and advice if they need it.
- These standards were met at the last inspection and continue to be met.

Part 6. Provision of information

Paragraphs 32(1) and 32(1)(c)

- The school does not have a website so it ensures that a copy of the safeguarding policy is available to parents upon request.
- This standard was met at the last inspection and continues to be met.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a) and 34(1)(b)

- In the previous inspection, leaders and managers had not ensured that the independent school standards were consistently met. In addition, senior leaders, middle leaders and managers did not demonstrate that they had the necessary skills to drive improvements in the quality of teaching or learning.
- The proprietor carried out a leadership skills audit and from this took action to commission support from Emmanuel College to develop leadership capacity and skills. Through this, senior and middle leaders are more confident in analysing the quality of teaching and learning and setting actions for teachers to improve. The quality of teaching and learning has improved since the previous inspection.
- Through the additional development opportunities, leaders are now ensuring that the independent school standards are being consistently met.
- The previous inspection found that governors were unable to challenge school leaders about pupils' progress due to a lack of information. Through a strengthened assessment system and appropriate tracking, school leaders are able to share pupil progress information with governors. Governors are now more informed and better able to challenge. Minutes from recent governing body meetings demonstrate that governors are more aware of the progress pupils are making.
- School leaders have revised their action plan by incorporating additional information about timescales and success criteria. They also have a column for recording when the actions have been completed. This is updated on a regular basis and through this leaders are able to talk about what has been successful and what they still need to address.
- These standards are now met.

Compliance with regulatory requirements

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

Part 1. Quality of education provided

- Paragraphs 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i) The proprietor has ensured that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively and that they take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care plan.
- Paragraphs 2(2)(e), 2(2)(e)(i), 2(2)(e)(ii) and 2(2)(e)(iii) The proprietor has ensured that pupils are accessing up-to-date careers advice and guidance that is accurate, enables them to make an informed choice about a wide range of career options and is presented in an impartial manner to enable them to fulfil their potential.
- Paragraphs 3, 3(a), 3(c), 3(d), 3(e), 3(g) and 3(h) The proprietor has ensured that teaching at the school:
 - enables pupils to acquire new knowledge and make good progress according to their ability, so that they increase their understanding and develop their skills in the subjects taught
 - involves well-planned lessons and effective teaching methods, activities and management of class time
 - 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
 - demonstrates good knowledge and understanding of the subject matter being taught
 - demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress
 - utilises effective strategies for managing behaviour and encouraging pupils to act responsibly.

Part 8. Quality of leadership in and management of schools

- Paragraphs 34(1), 34(1)(a) and 34(1)(b) The proprietor has ensured that persons with leadership and management responsibilities demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently.

School Details

Unique reference number	138118
DfE registration number	390/6000
Inspection number	10033620

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	Jewish secondary
School status	Independent school
Age range of pupils	11 to 16
Gender of pupils	Girls
Number of pupils on the school roll	229
Number of part-time pupils	0
Proprietor	Mr Anthony Morgan
Chair	Mr David Schleider
Headteacher	Rabbi Y M Katz
Annual fees (day pupils)	Parental voluntary contributions
Telephone number	0191 4692969
Website	N/A
Email address	info@ateres.org.uk
Date of previous standard inspection	7–9 June 2016

Information about this school

- Ateres Girls High School provides education for orthodox Jewish girls aged 11 to 16 years.
- The school endeavours to instil in its pupils good character traits and an awareness of God, coupled with a practical understanding of the Bible and oral laws.
- The school was last inspected in June 2016 when it was judged to be inadequate.
- The school has had one set of externally validated examinations in 2016.
- The headteacher and deputy headteacher were appointed in September 2015.
- The school does not make use of any alternative provision.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The inspection took place without notice.
- This was the school's first progress monitoring inspection since the previous standard inspection in June 2016.
- The DfE required an action plan following the school's previous full standard inspection. That action plan was rejected due to some actions not having measurable success criteria.
- The inspector observed five part-lessons jointly with senior leaders, sampled pupils' work and talked to pupils to evaluate the quality of their work.
- The inspector scrutinised a wide range of documents as part of their assessment of the school's compliance with the independent school standards, including the school action plan, policies, schemes of work, assessment information, minutes from governing body meetings, and staff and senior leadership meetings, and pupils' work.
- The inspector also met with school leaders, governors and a group of pupils.

Inspection team

Debbie Redshaw, lead inspector

Her Majesty's Inspector

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