

# Gateshead Jewish Boarding School

## Also known as Gateshead Mechina

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

### Inspection Dates

25 April 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

*Paragraph 1, 2(1), 2(1)(b)(ii), 3, 3(i), 5, 5(a)*

- The inspection in July 2016 found leaders and managers had failed to ensure that pupils were effectively prepared for life in modern Britain and that the proprietor did not actively promote fundamental British values. In addition, pupils had little opportunity to learn about, understand and gain experience of other religions and cultures and were therefore unable to demonstrate respect for and tolerance of those with different faiths, and beliefs.
- The newly appointed headteacher and the proprietor have taken swift action and prioritised the promotion of fundamental British values in the school's development plan. Training for all staff has been provided. Teachers have conducted an audit of where their schemes of work contribute to the promotion of fundamental British values. As a result, the curriculum has improved since the previous inspection. A new scheme of work has been prepared for the teaching of citizenship which is being taught initially to Year 10 and 11 pupils in the summer term of 2017. The programme of citizenship lessons will be taught to all age groups from September 2017.
- The headteacher has brokered a partnership with Whitley Bay High School to support the further development of the curriculum and the quality of teaching and learning.
- A programme of learning about different faiths has been delivered and embedded into the curriculum. Pupils are knowledgeable about Islam and Christianity and are able to discuss their understanding of different religions maturely.
- Pupils are clear that teachers now build into their lessons opportunities to discuss and debate topical issues and their relationship to fundamental British values. As a result they are knowledgeable about human rights, free speech, the differences between religious and civil law and the importance of being respectful and tolerant of those with different beliefs.

*Paragraphs 2(2)(d), 2(2)(d)(ii), 2(2)(i), 5(b), 5(b)(iii), 5(b)(v), 5(b)(vi)*

- The previous inspection found that pupils' personal and social development was inhibited because they were not taught about other cultures and had little experience of society beyond their own immediate community. In addition, pupils were not taught about people with different characteristics to their own. This included people with protected characteristics as enshrined in the Equalities Act 2010.
- The headteacher has identified the promotion of pupils' social, moral, spiritual and cultural development as a second key priority in the school's development plan. Displays around the school reflect this priority and a range of new opportunities has been provided to support pupils' personal development. The headteacher and proprietor demonstrate a commitment to support wider cultural integration, while ensuring that appropriate safeguarding arrangements are maintained.
- A project on human rights has focused on developing pupils' understanding of the law and individual liberty and has developed their awareness of groups with protected characteristics. Pupils can speak knowledgeably on related issues although they are less comfortable to talk about sexual orientation because of cultural barriers. They do, however, demonstrate respect and tolerance for all protected groups through their comments and through displays of their work.
- Leaders are working to broaden the content of the citizenship programme with colleagues from Whitley Bay High School so that it contributes more widely to pupils' personal development. A programme of lessons has been delivered to help pupils develop an understanding of healthy eating and a group of pupils have been trained in first aid.
- The school choir has performed at local non-Jewish residential homes. Pupils from the school have completed an environmental project with the council to identify blocked drains. Pupils have also volunteered to support local residents with spring-cleaning jobs during Passover. These opportunities have helped pupils to understand how they can contribute positively to the local community.
- Arrangements are in place for pupils to visit council chambers and to meet the mayor. Further arrangements have been made for pupils to take part in an arts event at a local community centre which will provide opportunities to integrate with pupils from non-Jewish schools. Weekend football games set up by pupils from the school are supporting efforts to integrate with other local cultural groups.

*Paragraph 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii)*

- The previous inspection found weaknesses in the range of careers information and guidance provided and that pupils therefore had little knowledge of future options available to them.
- Following the last inspection, swift action was taken to review the school's careers guidance policy and appoint a leader with specific responsibility for careers guidance. The school has also commissioned the support of an experienced external careers adviser who is providing staff training and has begun to deliver a series of lessons on work-related skills, career options and interview techniques.
- All pupils can book appointments for one-to-one careers meetings with the external careers adviser.

- An ongoing programme of presentations from guest speakers is being delivered, which pupils have found interesting and beneficial. Speakers from different professions including electrical engineering, medicine, food production and computer programming have all spoken to pupils of all ages in the school.
- Although almost all pupils choose to progress to a yeshiva when they leave the school, pupils are confident members of staff would fully support them to find a suitable pathway if they chose to follow a different route into further education or employment.

*Paragraph 3(d), 3(f), 3(g)*

- The previous inspection found school leaders did not systematically assess the progress pupils or groups of pupils were making. Not enough was done to establish pupils' starting points on entry to the school. As a result, information was not available to identify those pupils who fell behind and were in need of additional support.
- Leaders have made a number of visits to other schools to research assessment practices. Following these visits, they have identified an appropriate assessment information management system which has been installed and is operational. A consultant is working with the school to provide training for staff and to help the school tailor the system to fully meet their needs.
- A new, more rigorous, assessment policy has been introduced that has begun to standardise assessment practice across the school. Assessment information is now gathered more frequently and teachers are beginning to use the information as the basis to plan lessons. The partnership with Whitley Bay High School is focusing on helping teachers make effective use of assessment information to tailor lessons to meet the needs of pupils with different starting points.
- Better information from feeder primary schools, together with baseline assessments on entry, have helped teachers to understand pupils' starting points on entry to the school.
- Pupils state they are more confident now about how well they are progressing because key information is systematically shared with them. They have annual targets and regular assessments inform them about how well they are doing.
- The school has established a library of books to support the Kodesh and secular curricula, which includes a growing range of fiction and non-fiction texts. A library lending scheme is now in operation. The governors have committed a budget of £500 for the purchasing of new books this academic year.

**Part 3. Welfare, health and safety of pupils**

*Paragraph 7, 7(a), 7(b)*

- The school has an appropriate safeguarding policy which is up to date and compliant with the most recent government guidance. Training for members of staff is regular and ensures that they know what actions to take if they have a concern. Displays of safeguarding information around the school ensure that pupils know who to go to if they have a concern.
- Pupils feel safe and say they have positive relationships with members of staff, which gives them confidence they will be protected from harm. Appropriate checks are made on all adults who work in the school to ensure their suitability.
- These standards were met at the time of the previous inspection and continue to be

met.

## Part 6. Provision of information

### *Paragraph 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 previous inspection and continues to be met.

## Part 8. Quality of leadership in and management of schools

### *Paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c), 34(2)*

- In the previous inspection, the proprietor and senior leaders had not ensured that the independent school standards were consistently met. In addition, leaders were not actively promoting the well-being of pupils.
- The headteacher and other senior leaders have undertaken an extensive leadership development programme, delivered by an external consultant. The programme has strengthened leaders' ability to sustain improvements and ensure that the independent school standards are met.
- Leaders have revised their school development plan in light of Ofsted's evaluation. The plan now has clearer timelines for planned actions and helpful success criteria which are helping governors to monitor the impact of planned actions and to accelerate the pace of change.
- The roles of leaders have been sharpened so that responsibilities to develop the curriculum, improve careers guidance and develop the quality of teaching, learning and assessment are more clearly defined.
- Leaders are now more outward looking and have brokered partnerships with other schools to support them in improving the quality of education and the development of pupils' social, moral, spiritual and cultural development.

## 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 1, 2(1), 2(1)(b)(ii), 3, 3(i) The proprietor has ensured that teaching at the school does 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 2(2)(d), 2(2)(d)(ii), 2(2)(i) The proprietor has ensured that teaching encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act and that the curriculum provides effective preparation for the opportunities, responsibilities and experiences of life in British society.
- Paragraphs 2(2)(e)(i), 2(2)(e)(ii), 2(2)(e)(iii) The proprietor has ensured that pupils are accessing up-to-date careers advice 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.
- Paragraph 3(d), 3(f), 3(g) The proprietor has ensured that teaching at the school:
  - shows a good understanding of the aptitudes, needs and prior attainment of pupils and that this is taken into account in the planning of lessons
  - utilises effective classroom resources of a good quality, quantity and range
  - 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.

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

- Paragraph 5 and 5(a) The proprietor actively promotes 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(b), 5(b)(iii) The proprietor ensures that principles are actively promoted which encourage pupils to accept responsibility for their own 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)(v) and 5(b)(vi) The proprietor promotes further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

## **Part 8 Quality of leadership and management in schools**

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

## School Details

Unique reference number	108414
DfE registration number	390/6002
Inspection number	10034201

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 to 16
Gender of pupils	Boys
Number of pupils on the school roll	137
Proprietor	Mr D Schlieder
Chair	Mr D Schlieder
Headteacher	Rabbi Y Ziskind
Annual fees (day pupils)	Contributions from parents and the community
Telephone number	0191 477 1431
Website	No website
Email address	admin@gjbs.gateshead.sch.uk
Date of previous standard inspection	5–7 July 2016

### Information about this school

- Gateshead Jewish Boarding School is also known as the Gateshead Mechina.
- Gateshead Jewish Boarding School accepts up to 147 pupils between the ages of 10 and 16 years. There are currently 137 pupils on roll.
- The school caters for boys with a range of abilities from the Orthodox Jewish community.
- Parents send their children to Gateshead Jewish Boarding School primarily so that they can gain a sound knowledge of the Jewish faith by completing Talmud (the core of the Kodesh curriculum) study and with the intention 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 Gatehead Jewish Boarding School and occasionally at Haskel School.

- The headteacher was appointed after the last inspection in July 2016 and took up post in September 2016.



## 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 July 2016.
- The Department for Education required an action plan following the school's previous full standard inspection. This was deemed to be unsatisfactory due to some actions not having measurable success criteria and some actions being judged to be unrealistic.
- The inspector held meetings with the headteacher, the proprietor and one other governor, other members of staff and a group of pupils of different ages. The inspector also met with an external consultant supporting the school to develop assessment systems and with an external careers adviser commissioned by the school.
- The inspector scrutinised a range of documents including schemes of work, policies, records of checks on the suitability of staff, careers guidance information and staff training records.

## Inspection team

Chris Smith, lead inspector

Her Majesty's Inspector

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