

Haskel School

53 Bewick Road, Gateshead, Tyne and Wear NE8 4DR

Inspection dates

5–7 December 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Sixth form provision	Outstanding
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an outstanding school

- Pupils are exceptionally well behaved and leaders ensure that their personal development is outstanding.
- Teachers help pupils learn extremely well. They are calm and communicate well so that pupils can understand what is expected of them.
- The needs of older pupils are met exceptionally well as adults have high expectations of them.
- The governing body is very new and the members have a clear idea of their roles and responsibilities.
- Teachers very carefully follow pupils' progress, both emotionally and academically. The headteacher is developing a suitable way of reporting this information, and the effectiveness of the provision, to the new governing body.
- Learning in science is strong. Pupils are excited and engaged in this subject.
- Leaders have ensured that weaknesses in performance management identified at the last inspection have been dealt with well and this is now a strength of the school.
- Leaders ensure that pupils' emotional needs are well met through the very regular intervention of specialist therapists.
- Pupils make outstanding progress across a range of subjects.
- Leaders go to great lengths to ensure that these pupils are safe and that all adults know what to do if they have any concerns.
- Senior leaders have ensured that through continuous review the independent school standards are consistently met
- Pupils learn about the world they live in through visits and visitors. Planning for this aspect of their learning and development could be improved.

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.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management at all levels by ensuring that:
 - senior leaders are able to communicate clearly to stakeholders pupils' progress from starting points and why the provision is so effective
 - the range of experiences for pupils to learn about the world they live in and the diversity of that world is more carefully planned for
 - learning support assistants for junior school pupils give them more opportunities to learn and manage their own behaviours, when appropriate

Inspection judgements

Effectiveness of leadership and management

Outstanding

- The proprietor and the headteacher know their school extremely well. They continually evaluate the provision and the effect that actions and provision have on pupil outcomes.
- The dedication and passion that the proprietor and headteacher have to ensure that pupils reach their full potential are shared by all adults.
- Leaders have put in place a performance management system since the last inspection. It is a thorough system which enables leaders to review regularly the quality of teaching and assess individual teachers' development needs. Staff say how well supported they feel and how much they enjoy working at the school.
- Senior leaders have made links with other schools, both independent and maintained, to develop their own expertise and for the benefit of pupils' academic and emotional needs.
- The proprietor and headteacher have a very clear understanding of the independent school standards. They take exceptional steps, such as the safeguarding measures, to ensure that these standards remain met.
- Pupils benefit from being able to study a wide range of subjects. The subjects studied are supplemented by visits and visitors to help pupils learn more about the world, such as the visit from the Bishop of Durham and visits to Newcastle Castle. This supports the excellent social, moral, spiritual and cultural development of pupils.
- School leaders have ensured that pupils receive valuable support from a range of professional therapists. This work is made even more valuable as these specialists train and support adults in school.
- Parents are highly supportive of the work the school does. All parents who responded and voiced their opinions during the inspection were extremely complimentary. They considered that their children make 'really good progress' in a 'warm and caring atmosphere'.
- Leaders and managers have ensured that all the independent standards are consistently met and that if the material change requested is implemented they are likely to be continued to be met.

Governance

- The governance structure has changed recently. In October 2017 a governing body was formed. The board currently has three members but the intention is that this will be increased.
- Current governors have a range of skills and knowledge that they are already beginning to make use of to focus and challenge the school leaders. The governing body already has a very clear idea of the information they require from the headteacher so that they gain a strategic overview of how effective the provision is.
- The headteacher has a range of documents that evaluate accurately the effectiveness of the provision and pupils' emotional and academic progress. Both governors and the headteacher acknowledge that this information is not available in a concise and easily

readable format so that she can regularly report to stakeholders.

Safeguarding

- The arrangements for safeguarding are effective. A culture of safeguarding permeates through the school. Every classroom has a noticeboard which reminds staff whom they can turn to and what process they should follow if they have any concerns about a pupil's welfare. Stringent signing-in processes and recruitment checks are in place so that pupils are kept safe.
- Communication with parents is excellent. With daily link books in place, weekly individualised newsletters and an open door policy, parents can be assured that their children are safe and well cared for and raise any concerns that they may have.
- School leaders have ensured that they and all staff are well trained in a range of skills, such as safer recruitment, first aid and fire safety, so that pupils' well-being is safeguarded.
- The headteacher, as safeguarding lead, takes her responsibilities very seriously. She liaises with other professionals when appropriate and maintains confidential and detailed records. She takes responsibility for ensuring that the safeguarding policy is up to date with current government guidelines. The parent handbook/prospectus clearly states how this and a range of other policies and information are available, should parents need to request them.

Quality of teaching, learning and assessment

Outstanding

- Teachers meet pupils' individual needs exceptionally well. They go out of their way to make sure that pupils can access learning by meeting these needs. For example, pupils ride their bikes on outings so they more readily accept and take part in the learning planned.
- Relationships are very strong. Teachers and learning support assistants know their pupils extremely well, particularly the younger pupils, who have more complex needs.
- Teachers, especially in the Rainbow room, are exceptionally good at establishing highly effective means of communicating with these pupils. These adults use a range of ways of communicating, for example picture strips and sign language, to help establish a two-way communication.
- Teachers ensure that pupils are highly engaged in learning. Pupils enjoyed learning about the Gateshead fire of 1854 as the teacher told the story and supported learning with pictures and design technology work.
- The teaching of science is strong. The majority of learning in this subject is through experimentation, which suits the learning needs of many of these pupils. The teacher's strong subject knowledge and passion for this subject supports pupils' outstanding learning.
- Teachers plan learning carefully so that pupils learn through a mix of one-to-one sessions and small-class groups. Individual sessions support pupils' learning very well. They are carefully planned around individual targets so that pupils progress quickly.
- Teachers and therapists plan activities around individual targets for both academic and

emotional learning needs. Assessment against these targets is constant. Targets are reviewed regularly and adjusted accordingly.

- Teaching of older pupils is exceptional. A highly individualised curriculum allows these pupils access to accredited courses and vocational training. The support they receive is finely balanced so they spend time learning to manage their own learning and develop new skills when appropriate.
- Learning support assistants are invaluable in supporting pupils' progress, particularly for the younger and older pupils. Occasionally, support assistants do not give junior school pupils enough opportunities to manage their own learning and behaviour when it is appropriate for them to do so.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Often from very low starting points, pupils learn to develop enough self-confidence to allow them to engage in learning and communicate with others. Visits to places such as Laser Quest demonstrate how well pupils have developed personally.
- Many pupils spend short periods of time in other schools so that they gain experience of being in larger groups. This supports their growing self-awareness and self-confidence so that they are better prepared for the next steps in their education, training or employment.
- Older pupils receive very individual, impartial and appropriate careers advice. School leaders and teachers have ensured that many opportunities are made, for example allowing a horticultural project, to give pupils the valuable experience and skills.
- Ensuring that pupils know how to keep themselves safe in a range of situations is a priority at Haskel School. Pupils learn how to keep themselves safe when using the internet, road safety and when meeting unfamiliar adults.
- The support that pupils receive from external professional therapists is excellent. Individual targets are set to support emotional development and regular assessment of progress and needs helps pupils to make excellent progress in this area.
- Pupils learn about the world they live in, including the diversity of beliefs and cultures in society, as they mix with pupils in different schools, meet visitors to the school and they visit places around Newcastle. A 'news board' helps pupils learn about what is happening around the world. This learning could be planned more efficiently so that opportunities to learn about what is happening in the world and the diversity found in Britain happen more regularly.

Behaviour

- The behaviour of pupils is outstanding. The behaviour of everyone around the school is exceptionally calm and courteous.
- Pupils love their school and those who were able to communicate with the inspector were happy to say how much they enjoyed coming to school. High rates of attendance testify

to how much pupils like their school.

- Adults manage behaviour exceptionally well. They are acutely aware of the characteristics of each pupil and how minor irritations for some pupils may quickly escalate into unwanted behaviours. Adults are calm and controlled and communicate their high expectations to pupils very well. They know when to insist on certain behaviours and when to give pupils time for reflection.

Outcomes for pupils

Outstanding

- Pupils make outstanding progress both emotionally and academically from low starting points due to the highly aspirational individualised targets set for them.
- Most pupils have previously struggled to engage in education due to very specific needs and some have had long periods out of education. In science, in particular, pupils are highly engaged, and this helps pupils learn at exceptional rates.
- Pupils make better progress in mathematics than in writing. However, this is mainly due to difficulties in fine motor, communication and language skills. Pupils' progress in learning to communicate with others is very strong.
- Younger pupils learn exceptionally well across all the areas of learning. Very careful planning meets their needs and the excellent resources, both human and physical, help their learning move rapidly along.
- Older pupils have highly individualised programmes of study. They have taken on accredited study programmes as well as vocational training such as in horticulture. This has helped prepare them well for the next stage of their education, training or employment.

School details

Unique reference number	139807
DfE registration number	390/6001
Inspection number	10040143

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	Other independent Jewish special school
School category	Independent school
Age range of pupils	5 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	10
Number of part-time pupils	0
Proprietor	Rabbi A Sugarman
Chair	Rabbi A Sugarman
Headteacher	Sarah Sugarman
Annual fees (day pupils)	£12,000–25,000
Telephone number	0191 477 2998
Website	Not applicable
Email address	asugarman@haskel.org.uk
Date of previous inspection	11–13 November 2014

Information about this school

- Haskel School is an independent Jewish special school situated in Bensham, Gateshead.
- Haskel School provides specialist provision for boys and girls aged five to 19 years with a wide range of special education needs and/or disabilities including speech, language and communication needs and specific learning difficulties. All pupils have an education, health and care plan.
- The school was last inspected in November 2014 when its overall effectiveness was judged to be outstanding. It moved to its current premises in 2015 following a material change application.

- The school name translates to 'Helping And Supporting Kids to Excel in Life'. The school 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 provides support to other independent schools in the area.
- Pupils from Haskel School also spend time in other independent schools in the area.
- The school does not currently have a website.
- A new governing body is in the process of being formed and had its first formal meeting in October 2017.

Information about this inspection

- The inspection was carried out over two and a half days by one of Her Majesty's Inspectors.
- The Department for Education commissioned Ofsted to consider the school's application to make a material change to its registration as part of this inspection. The school has applied to extend the property at one side with a two-storey extension. The extension will consist of two large classrooms and two smaller therapy rooms.
- The inspector held meetings with the proprietor, the headteacher, senior leaders, middle leaders and teaching staff.
- Pupils' learning and behaviour were observed in all classrooms and around the school throughout the day.
- The inspector spoke to pupils informally during the school day and spoke to them about their work. She asked about their well-being and for their opinion of their school. The work of all pupils in all subjects and year groups was studied.
- There were no responses to Ofsted's online questionnaire, Parent View. However, eight parents completed a paper questionnaire and two responded via text message. Seventeen members of staff completed the staff questionnaire. These opinions were taken into account.
- The inspector toured the building inside and outside to ensure that the relevant independent school standards were met and that pupils' welfare is taken into account.
- The inspector 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

Jo Sharpe, lead inspector

Her Majesty's Inspector

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