

# The Gateshead Cheder Primary School

Bede House, Sunderland Road, Gateshead, Tyne and Wear NE8 3HY

## Inspection dates

1 November 2018

### Overall outcome

**The school does not meet the independent school standards relevant to the material change. The material change has already been implemented**

## Main inspection findings

### Part 1. Quality of education provided

*Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(a), 2(2)(b), 2(2)(d), 2(2)(d)(i), 2(2)(d)(ii), 2(2)(h), 2(2)(i)*

- Leaders have ensured that a written curriculum policy is in place. It is supported by schemes of work which reflect the breadth of learning experiences that pupils receive, and which cover the areas required to meet the independent school standard. However, the detail of the school's schemes of work varies too greatly.
- In mathematics, pupils who are currently in Years 9 and 10 follow the appropriate course requirements for GCSE examinations at both the higher and foundation tiers. Leaders intend to enter pupils for both papers this school year. Regular assessment of pupils' learning allows teachers to monitor their progress effectively and to provide additional support, where necessary, to ensure that pupils reach the standard that they are capable of. Leaders are using previous national outcomes in GCSE examinations to measure pupils' current standards in this subject.
- Likewise, in science teachers follow a detailed scheme of work that builds pupils' knowledge and skills sequentially over time. It identifies clearly when there are opportunities for pupils to access the practical elements of science. Leaders are developing their own assessment for science, which they hope to be accredited by an external examination board.
- The scheme of work for linguistics is covered within both the Kodesh curriculum and the secular curriculum. Pupils study Ancient Hebrew and English reading, writing, speaking and listening. Pupils follow the course requirements for the IGCSE (English) qualification. While assessments of pupils' work are completed regularly by teachers, the process for checking pupils' progress over time is not established. Leaders highlighted this as an area for improvement.
- The schemes of work presented regarding pupils' aesthetic and creative, technical and physical development lack precision and do not meet the requirements of this part of the independent school standards. Although the schemes identify a range of

experiences pupils will have, they are not clear enough in identifying the knowledge and skills pupils will learn and acquire. The schemes are crude and lack the opportunities for pupils to make good progress and achieve well and to reach their full potential in a range of subjects.

- School leaders have not ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

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

- Leaders have gained qualifications to teach careers guidance and lead careers development in schools. They are beginning the process of developing a programme of accurate and up-to-date careers advice.
- Leaders have contacted the local further education college and local businesses to supplement the school's curriculum offer. However, although plans are in place to improve the quality of careers advice, it is currently not sufficiently broad or balanced to ensure that pupils are fully aware of all options available to them for their futures
- School leaders have not ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

*Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i), 3(j), 4*

- Leaders ensure that teachers receive individual support to teach the requirements of the programmes of study for the GCSE in mathematics, science and English. However, this support is not available for other subjects.
- The schemes of work for the remaining subjects lack the detail required to enable pupils to build their knowledge, skills and understanding sequentially and to make good progress.
- Due to weak schemes of work it is not possible to say whether resources are appropriate for teaching, particularly in art, history, technology and physical education.
- Assessment processes are in the earliest stages of development. In mathematics, assessment is used effectively to monitor pupils' progress and provide additional support and catch up for those pupils who need it. However, this system is not in place in other subjects.
- Staff apply the school's behaviour policy consistently and effectively. It encourages pupils to take responsibility for their own actions, and clearly identifies the sanctions open to school staff. As a result, there are very few recorded incidents of inappropriate behaviour at the school.
- School leaders have not ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

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

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

- The proprietor has ensured that there is an appropriate safeguarding policy in place which reflects the government's most recent guidance and that is provided to parents on request. Staff are aware of the responsibilities they have in keeping children safe

and are aware of how to report any concerns.

- The headteacher is the main designated safeguarding lead for the school and is a member of the local authority safeguarding children's board. He is supported by three deputy safeguarding officers for each phase of education offered in the school.
- The proprietor has ensured that recruitment practices at the school reflect the recommendations made for safer recruitment.
- There are systems in place to record and monitor any safeguarding incidents.
- As a result of leaders' actions, the safeguarding culture in school is effective.
- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

*Paragraph 9, 9(a), 9(b), 9(c), 10*

- A written behaviour policy is in place and is adhered to by all staff. The policy reflects the school's ethos for tolerance and respect of differences and indicates the hierarchy of sanctions imposed on any misbehaviour.
- There are systems in place to record incidents of poor behaviour. Evidence shows that leaders act appropriately and effectively to manage pupils' behaviour.
- Leaders have ensured that there is an anti-bullying policy in place which is understood by staff and pupils. Incidents are recorded appropriately, and actions reflect the severity of the reported incident.
- Although pupils have limited access to the internet during school hours, the proprietor has ensured that pupils are taught about the importance of staying safe on line.
- Older pupils receive bike ability training, as many of them travel to school by bike. A home-to-school route is agreed between parents, carers and school leaders to ensure pupils' safe passage.
- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented

*Paragraph 11, 12, 13, 14, 15*

- The proprietor has ensured that staff implement the health and safety policy fully. The site is maintained to a high standard and a security company is employed full-time to ensure the school site remains safe.
- There are regular checks on equipment and the building to ensure that all fire safety standards are met and all equipment is working. Given the size of the building, there is a detailed evaluation procedure and appropriate fire marshal cover. Individual emergency evacuation plans are in place for those pupils who require them.
- There are appropriate proportions of staff trained to administer first aid in the school. This is supported by access to a community rapid response team of paramedics. Systems to record any accidents are appropriate and date-ordered.
- Medical plans for pupils who require them are in place and are reviewed regularly with parents, school staff and medical professionals.
- Systems for pupils' admission to the school follow legal requirements, as does the system for recording pupils' attendance.

- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

*Paragraph 16, 16(a), 16(b)*

- A risk assessment policy is in place with accompanying risk assessments. The range of risk assessments includes curriculum activities, school visits and the building.
- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

## Part 5. The building of and accommodation at schools

*Paragraph 22, 23(1), 23(1)(a), 23(1)(b), 23(1)(c)*

- The proprietor has ensured that there are suitable toilet facilities available for pupils. Toilet facilities are available for pupils on each floor of the school.
- Appropriate changing facilities are available for pupils completing physical education, and there are shower facilities for up to six pupils at a time.
- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

*Paragraph 24(1), 24(1)(a), 24(1)(b), 24(1)(c), 24(2)*

- There is a suitably equipped medical room available for the treatment of ill or injured pupils, which is located on the second floor. This is supplemented by additional first aid facilities on the ground floor.
- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

*Paragraph 25, 26, 27, 27(a), 27(b)*

- The building is cleaned to a high standard and is well maintained.
- Classrooms are large and bright and have appropriate furniture. Acoustics and lighting are appropriate. Resources held within the classroom are easily accessible.
- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

*Paragraph 28(1), 28(1)(a), 28(1)(b), 28(1)(c), 28(1)(d), 28(2), 28(2)(a), 28(2)(b)*

- Suitable drinking water and cups are provided for pupils in every classroom. They are clearly labelled for drinking. There is an appropriate supply of hot and cold water available in toilet facilities. The temperature of the hot water is suitable and does not pose a scalding risk. The proprietor ensures that signs are in place to let pupils know that water is hot.
- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

*Paragraph 29(1), 29(1)(a), 29(1)(b), 31, 31(a), 31(b)*

- The proprietor has made appropriate space available for both indoor and outdoor physical education. The building has a large adjoining outdoor space which pupils access for playtimes and physical education. Pupils' access to this space is

appropriately risk assessed and monitored by security guards.

- School leaders have ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

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

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

- Since the proprietor made the application to extend the age of the school, a curriculum leader has been appointed to oversee the quality of education for key stages 3 and 4. While leaders have put systems in place to ensure pupils' good progress in some aspects of the curriculum, this is not yet fully in place for all aspects of the curriculum.
- Leaders have developed an effective personal and social curriculum, which ensures that pupils receive age-appropriate information and support for their mental health and well-being. It includes information for pupils, and how they can keep themselves safe from harm. The leaders have developed age-appropriate workshops for older pupils, which deal with more pertinent issues relating to online safety and abuse. However, aspects of the taught curriculum relating to physical education are not sufficiently detailed.
- Shortcomings in pupils' careers education mean that they will not have an awareness of the broad range of careers available to them. This means that pupils may not have an awareness of the wider contribution that they can make to British society.
- School leaders have implemented the material change and currently have one class of Year 10 pupils in school. They are therefore operating outside of their registration.
- School leaders have not ensured that all the independent school standards in this part are likely to be met if the proposed material change is approved and implemented.

## **Compliance with regulatory requirements**

The school is does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change, as set out in the annex of this report.

## School details

Unique reference number	136000
DfE registration number	390/6008
Inspection number	10067614

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Independent school
School status	Independent school
Proprietor	Mr Avrohom Moshe Rabinowitz
Joint Chair	Rabbi G. Heilpern & Mr A Moshe Rabinowitz
Headteacher	Mr Jonathan Klajn
Annual fees (day pupils)	£3,328
Telephone number	0191 477 7255
Website	Not applicable
Email address	mrsrebenwurz@thecheder.co.uk
Date of previous standard inspection	14–16 March 2017

## Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	3 to 14	3 to 15	3 to 14
Number of pupils on the school roll	269	350	350

### *Reason for inspector's recommendations*

The curriculum is not appropriately detailed across all subjects.

## Pupils

	School's current position	School's proposal
Gender of pupils	Boys	Boys
Number of full-time pupils of compulsory school age	269	350
Number of part-time pupils	None	None
Number of pupils with special educational needs and/or disabilities	46	46
Of which, number of pupils with a statement of special educational needs or an education, health and care plan	1	1
Of which, number of pupils paid for by a local authority with a statement of special educational needs or an education, health and care plan	Yes	Yes

## Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	79	79
Number of part-time teaching staff	76	76
Number of staff in the welfare provision	not applicable	not applicable

## Information about this school

- The Gateshead Cheder Primary School is an Orthodox independent Jewish school. It provides education for boys between the ages of three and 14.
- The lease on the school's current building has been extended for a further three years



until 2022. This gives school leaders scope to increase the school's capacity.

- The school uses no alternative provision.
- The school has pupils in Year 10, which is outside of the age range it is registered for.
- There has been a change of proprietor since the school was last inspected, for which the Department for Education (DfE) was not notified.
- The school's previous standard inspection was in March 2017.

## Information about this inspection

- This material change inspection was commissioned by the DfE, following the request from school leaders to extend the age range of the school to include pupils up to the age of 16 years (key stage 4). This was the first material change inspection.
- The inspection was carried out with two days' notice.
- During the inspection, consideration was made of an additional material change requested by the proprietor in order to increase the size of the school to 350 pupils.
- The inspector toured the school and scrutinised a wide range of documents associated with the independent school standards and in line with the proposed changes.
- The inspector visited pupils in lessons and talked to them about their learning and reviewed their work in books. Lesson observations were completed with the curriculum leader for key stages 3 and 4.
- Discussions were held with the headteacher, joint chair of the governing body and members of the school's senior leadership team and informally with pupils.

## Inspection team

Diane Buckle, lead inspector	Her Majesty's Inspector
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## Annex. Compliance with regulatory requirements

### The school does not meet the following independent school standards

#### Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
  - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
  - 2(1)(b) the written policy, plans and schemes of work–
  - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
  - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
  - 2(2)(e)(i) is presented in an impartial manner;
  - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
  - 2(2)(e)(iii) helps to encourage them to fulfil their potential;
  - 2(2)(h) that all pupils have the opportunity to learn and make progress; and
  - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
  - 3(a) 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;
  - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
  - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
  - 3(d) 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;
  - 3(e) demonstrates good knowledge and understanding of the subject matter being taught;
  - 3(f) utilises effectively classroom resources of a good quality, quantity and range;
  - 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that

pupils can progress;

- 4 The standard in this paragraph is met where the proprietor ensures that a framework for pupil performance to be evaluated, by reference to the school's own aims as provided to parents or national norms, or to both, is in place.

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

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

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