

Keser Girls' School

Ely Street, Gateshead, Tyne and Wear NE8 1NR

Inspection dates

28 November 2018

Overall outcome

The school is unlikely to meet all the independent school standards when it opens

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)(h), 2(2)(i)

- The curriculum policy clearly outlines how the planned curriculum meets the requirements of the independent school standards. Appropriate schemes of work and planning identify how the curriculum will meet pupils' needs. School leaders intend to adopt all relevant curriculum schemes of work currently used at Gateshead Jewish Primary School. The planned curriculum demonstrates how leaders intend to cover linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. It is intended that the school day will be divided into two sections: Kodesh, Jewish studies, generally being taught in the mornings and secular subjects taught in the afternoons.
- The curriculum policy and the schemes of work take into account the ages, aptitudes and needs of all pupils. The curriculum policy identifies that teachers' plans will be adapted for pupils with special educational needs and/or disabilities (SEND). The headteacher can clearly explain how this will operate in practice.
- The planned personal, social, health and economic (PSHE) curriculum, and social skills programme, reflect the school's ethos and aim to provide pupils with a range of opportunities to develop their understanding of fundamental British values and the diversity of people who live in Britain.

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

- The planned school intends to transfer staff from Gateshead Jewish Primary School. Current arrangements for employment of staff, checking the quality of teaching, learning and assessment, and providing relevant staff training are well established. The headteacher intends that these approaches will continue in the new school, once it opens, to ensure that pupils receive high-quality teaching to enable them to make good progress.

- The Gateshead Jewish Primary School has a well-structured behaviour management system which is evident in classroom displays around the school. The headteacher intends that this approach be continued in the new school.
- Leaders intend to transfer the current relevant resources, such as pupils' books and furniture for classrooms, from Gateshead Jewish Primary School to the new school. During the tour of the school, it was possible to note a range of resources suitable for the delivery of the planned primary school curriculum.
- The school's documentation clearly outlines the framework for assessment. Staff will complete ongoing day-to-day assessments of pupils' learning. Regular assessments, including national assessments, will evaluate pupils' academic progress. Written reports to parents and carers will inform them about pupils' academic progress as well as attitudes to learning and their behaviour. The headteacher has plans for using an online system for recording pupils' progress and attainment.

Paragraph 3, 3(i), 3(j)

- The school's planned PSHE curriculum aims to ensure that teaching supports pupils' understanding of fundamental British values. The school's curriculum and policies, such as the equality policy, aim to ensure that no staff or pupil is discriminated against.
- School leaders have ensured that all standards in Part 1 are likely to be met.

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

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(ii), 5(b)(iii), 5(b)(iv), 5(b)(v), 5(b)(vi), 5(b)(vii), 5(c), 5(d), 5(d)(i), 5(d)(ii), 5(d)(iii)

- The school's curriculum provides a range of opportunities to promote the spiritual, moral, social and cultural development of pupils.
- Combined with the school's PSHE curriculum, planned activities, such as links to the local community, for example with the local hospital, aim to develop pupils into responsible citizens.
- The school's curriculum for the PSHE and social skills programme provides opportunities to encourage pupils' respect for people from the diverse range of backgrounds found in modern Britain. The planned 'Treasure Hunt' programme helps older pupils to develop an understanding of diversity and how to act with sensitivity to others.
- School leaders have ensured that all standards in Part 2 are likely to be met.

Part 3. Welfare, health and safety of pupils

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

- Leaders intend to adopt much of the safeguarding practice already established at Gateshead Jewish Primary School. They have written a comprehensive safeguarding policy which will help staff identify what to look for and procedures to follow, should they have any concerns about a pupil. The safeguarding policy has regard to government guidance, as required. The policy is available to parents and carers on request and this is highlighted in the school's handbook. The staff who will transfer

from Gateshead Jewish Primary School have received extensive safeguarding training. Leaders at the school are trained to a high level of safeguarding expertise. A programme to assist pupils in how to stay safe is planned to be implemented across the school.

Paragraph 9, 9(a), 9(b), 9(c), 10, 11, 12, 13, 14, 15, 16, 16(a), 16(b)

- School leaders have written a range of policies that contain all the required legislative guidance and clearly outlined procedures to be followed to ensure the safety and welfare of pupils.
- The school's behaviour policy identifies a structured framework of rewards and sanctions for pupils' behaviour. Displays in classrooms and around the school at Gateshead Jewish Primary School reflect this behaviour policy. Records of the use of rewards and sanctions are in place. The headteacher intends that these approaches will be maintained in the new school. A clear anti-bullying policy is in place.
- Leaders have written health and safety, first aid and risk assessment policies to meet the welfare needs of pupils. Leaders intend to adopt systems for recording the administration of first aid and for recording risk assessments, which are already implemented and working effectively in Gateshead Jewish Primary School.
- Policies and procedures to ensure compliance with the Regulatory Reform (Fire Safety) Order 2005 are already in place.
- Leaders have planned appropriate staffing-pupil ratios and the deployment of staff, which should ensure that pupils are properly supervised.
- Admissions and attendance registers are in place and are maintained in line with the relevant regulations.
- School leaders have ensured that all standards in Part 3 are likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 17, 18, 20, 21

- Leaders are knowledgeable about the required checks to ensure that only appropriate adults work with pupils. It is intended that the staff currently at Gateshead Jewish Primary School will move to the new school. Leaders have completed appropriate checks on the staff appointed to date. The school will have no boarding provision, so the associated independent school standards do not apply.
- An electronic spreadsheet of all the required checks, known as a single central record, has been completed and includes the proprietor and all staff appointed to date.
- School leaders have ensured that all standards in Part 4 are likely to be met.

Part 5. Premises of and accommodation at schools

23(1), 23(1)(a), 23(1)(b), 24(1), 24(1)(a), 24(1)(b), 24(2), 25, 26, 27, 27(a), 27(b), 28(1)(a), 28(1)(c), 28(2), 28(2)(a), 28(2)(b), 29(1), 29(1)(a), 29(1)(b)

- The well-maintained main school building is light and airy, with effective acoustic conditions. Some of the school's classrooms are located in additional buildings on the same site. While these are of an acceptable standard and ensure the health, safety

and welfare of pupils, they are not as high a quality as the classrooms which have been refurbished in the main building. Leaders have a rolling programme of building improvement in place. In total, there are 14 main classrooms and some small rooms suitable for group and individual work. The main building has a large school hall suitable for activities such as assemblies, lunches and physical education (PE).

- Leaders' approaches to site security demonstrate the high importance they place on this aspect. External lighting is available in order that people can safely enter and leave the school premises and walk around the building. Closed-circuit television cameras monitor the external areas of the site. A security guard monitors the site.
- The cold water is suitable for drinking and is appropriately labelled.
- There is a large playground and grassed area for pupils to play on or receive PE lessons in accordance with the school's curriculum.
- School leaders have ensured that the above standards in Part 5 are likely to be met.

Paragraph 28(1), 28(1)(b), 28(1)(d)

- There are toilets for the sole use of pupils in two areas of the main school building and in each of the classroom blocks outside of the main building. These are appropriately labelled and have sinks for hot and cold water. At the time of the inspection, the cold water was available, but hot water was not. The school has recently had a new hot water boiler fitted and this was noted by the inspector. The proprietor intends that the required pipework to provide hot water to the pupils' toilets will be completed for the beginning of the spring term 2019. Consequently, the inspector was unable to confirm that there is an adequate supply of hot water or to confirm that the hot water does not pose a scalding risk to users.
- School leaders have not ensured that standards 28(1), 28(1)(b) and 28(1)(d) are likely to be met.

Part 6. Provision of information

Paragraph 32(1), 32(1)(a), 32(1)(b), 32(1)(c), 32(1)(d), 32(1)(e), 32(1)(f), 32(1)(g), 32(1)(h), 32(1)(i), 32(1)(j), 32(2), 32(2)(a), 32(2)(b), 32(2)(b)(ii), 32(2)(c), 32(2)(d), 32(3), 32(3)(a), 32(3)(b), 32(3)(c), 32(3)(d), 32(3)(e), 32(3)(f), 32(3)(g), 32(4), 32(4)(a), 32(4)(b), 32(4)(c)

- Leaders have created a detailed handbook for parents. This provides parents and prospective parents with all the required information or how to access all the required policies. The headteacher is aware of the standard to include particulars of the school's academic performance during the preceding school year. Assessment and record-keeping approaches are already in place to generate this information.
- Leaders understand all the required reporting requirements included in Part 6, including those related to information about reporting on funding, and other information required about pupils who have an education, health and care plan.
- School leaders have ensured that all standards in Part 6 are likely to be met.

Part 7. Manner in which complaints are handled

Paragraph 33, 33(a), 33(b), 33(c), 33(d), 33(e), 33(f), 33(g), 33(h), 33(i), 33(i)(i), 33(i)(ii), 33(j), 33(j)(i), 33(j)(ii), 33(k)

- The complaints policy meets all requirements, including those relating to the panel hearing of a complaint. Leaders will make this policy available to parents on request and this is highlighted in the handbook for parents. If there are any recorded formal complaints, leaders are aware of the requirement to report these to parents.
- School leaders have ensured that all standards in Part 6 are likely 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)

- The headteacher, proprietor and school administrator demonstrate a secure understanding of the standards. The headteacher is an experienced primary school leader. All are ambitious to establish and grow an independent Jewish girls' primary school. There are a small number of standards which the inspector was unable to judge as likely to be met. The proprietor has plans in place to address these by the start of the spring term.
- As there are some standards which are not likely to be met and these also link to the welfare of pupils, the standards in Part 8 are not likely to be met.

Schedule 10 of the Equality Act 2010

- A detailed equalities policy, where all protected characteristics are included, is in place. A concise three-year accessibility plan supports the school's policy on disability discrimination. The school is likely to meet all of the requirements of Schedule 10 of the Equality Act 2010.

Compliance with regulatory requirements

The school is unlikely to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements, as set out in the annex of this report.

Proposed school details

Unique reference number	146525
DfE registration number	390/6010
Inspection number	10085623

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Jewish girls' primary school
School status	Independent school
Proprietor	Gateshead Jewish Primary School
Chair	Mr David Silkin
Headteacher	Mrs R Springer
Annual fees (day pupils)	None
Telephone number	0191 478 5841
Website	Not available
Email address	info@kesergirls.org.uk
Date of previous standard inspection	Not previously inspected

Provider already operating

Number of pupils of compulsory school age	341
Number of pupils of compulsory school age for whom a statement is maintained under section 324, or who is looked after by a local authority	0
Total hours operating as a school per week	33
Total hours of teaching provided per week	28

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	5 to 11 years	5 to 11 years	5 to 11 years
Number of pupils on the school roll	341	600	420

Reason for inspector's recommendations

- The inspector's recommendation is based on the 14 currently available classrooms, which have the space for approximately 30 pupils within each class.

Pupils

	School's current position	School's proposal
Gender of pupils	Girls	Girls
Number of full-time pupils of compulsory school age	341	600
Number of part-time pupils	3	3
Number of pupils with special educational needs and/or disabilities	3	3
Of which, number of pupils with an education, health and care plan	3	3
Of which, number of pupils paid for by a local authority with an education, health and care plan	3	3

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	3	3
Number of part-time teaching staff	67	67
Number of staff in the welfare provision	0	0

Information about this proposed school

- Keser Girls' School is a Chareidi Jewish girls' primary school. The school will be located in Ely Street. The school has applied to become a registered independent school. It is a de-amalgamation from Gateshead Jewish Primary School. It is anticipated that all female pupils from Gateshead Jewish Primary School will transfer to the new school when it is opened. Similarly, staff and school resources will move to the new school. The school intends to open immediately following approval by the Department for Education.

Information about this inspection

- This inspection took place over one day with one inspector and was the school's first pre-registration inspection.
- The inspector held meetings with the proprietor, the headteacher and the school administrator.
- The inspector completed a tour of the building on the morning of the inspection. The inspector considered the range of resources to support teaching and learning.
- Policies and documents, including those relating to safeguarding, welfare, health and safety and the intended curriculum, were reviewed by the inspector.

Inspection team

Michael Reeves, lead inspector

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school is unlikely to meet the following independent school standards

Part 5. Premises of and accommodation at schools

- 28(1) The standard in this paragraph is met if the proprietor ensures that:
 - 28(1)(b) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;
 - 28(1)(d) the temperature of hot water at the point of use does not pose a scalding risk to users.

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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