

The Gateshead Cheder Primary School

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

Inspection dates

2–4 April 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an inadequate school

- Leaders and governors do not ensure that the independent school standards are consistently met. The school is operating outside its registration status.
- The curriculum is narrow. Leaders do not ensure that pupils have access to a broad and balanced curriculum, or that they are fully prepared for life in modern Britain.
- Teachers do not have high expectations of what pupils can achieve. Pupils do not make the progress that they should, especially the most able pupils. Teachers do not ensure that pupils take pride in the presentation of their work.
- Leaders and governors do not ensure that the curriculum encourages respect for all of the protected characteristic groups in the Equality Act 2010, so that pupils are given the opportunity to develop their understanding.
- Leaders and governors do not actively promote the British values of mutual respect and tolerance of those with different faiths and beliefs.
- Secondary-aged pupils do not have access to impartial careers advice.
- Pupils have very limited opportunities to apply their literacy skills to their written work. There are few opportunities for pupils to solve problems and reason in mathematics.
- Teachers do not assess pupils' progress in subjects other than English and mathematics.
- Additional adults are not used effectively to support pupils' learning and progress.
- Leaders do not ensure that teachers have access to high-quality training to enable them to improve their subject knowledge.

The school has the following strengths

- The headteacher, governors and staff are dedicated to the school. Staff morale is high.
- Children in early years make better progress in their learning compared with other year groups.
- Pupils enjoy school. They feel safe and well cared for. Pupils attend well.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment so that all pupils make at least good progress across the curriculum, by ensuring that:
 - all staff have high expectations of what pupils, particularly the most able, can and should achieve
 - teachers provide opportunities for pupils to apply their literacy skills to their written work in English and across the wider curriculum
 - opportunities are provided so that pupils in the primary phase can develop their problem-solving and reasoning skills in mathematics
 - teachers give sufficient direction to pupils so that they can improve their work, including their presentation, and close gaps in their learning
 - questioning by teachers encourages pupils to think more deeply about their learning
 - additional adults are effective at supporting pupils' learning and progress, particularly in early years
 - a culture of reading is developed, including enhancing the range of fiction and non-fiction books available to pupils in the school library
 - staff have access to high-quality training to help them to improve their subject knowledge and teaching practice
 - there is a policy to ensure pupils' correct spelling, punctuation and grammar
 - the outdoor area is further developed in early years so that children have access to a stimulating and purposeful environment outdoors.
- Improve the quality of leadership and management, by:
 - expanding the skills of governors so that they can effectively challenge leaders about pupils' progress
 - ensuring that the curriculum is broad and balanced so that pupils learn and make progress in a wide range of subjects
 - developing schemes of learning, particularly in the secondary phase, to include the knowledge, understanding and skills pupils will learn and obtain
 - implementing an effective assessment system so that leaders and teachers can accurately check pupils' progress across the curriculum
 - ensuring that secondary pupils have access to impartial careers advice
 - developing and implementing an accessibility plan
 - ensuring that pupils are given the opportunity to develop their understanding of, and respect for, those who share all of the protected characteristics as defined in the Equality Act 2010.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- The proprietor, governors and leaders do not ensure that all of the independent school standards are consistently met. The school is operating outside its registration status. The school currently educates pupils in Year 10. It is not registered to do so.
- The curriculum raises pupils' awareness of some of the groups of people who share protected characteristics and are protected by law under the Equality Act 2010. However, governors and leaders made it clear during the inspection that they refuse to allow pupils to be taught about all of the protected characteristics, for instance, those relating to sexual orientation. This means that pupils are not well prepared for life in modern Britain and leaders are not able to demonstrate that they encourage respect for all other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- Leaders and governors have not acted swiftly enough to address the areas for improvement identified in the previous inspection in March 2017 or the material change inspection in November 2018. For instance, opportunities for pupils to write across the wider curriculum remain limited.
- Leaders make checks on the quality of teaching, but identified weaknesses are not followed up. As a result, the quality of teaching is not improving at a fast enough pace. Leaders and governors have an over-generous view of the quality of education provided by the school.
- The curriculum is narrow. Morning lessons, and some afternoon lessons, are dedicated to Hebrew studies. In the afternoon, pupils in the primary phase study English, mathematics and some science. However, Year 10 pupils study English, mathematics and Hebrew only. Pupils also participate in physical education (PE). Although there is evidence that pupils have experience of other subjects (for instance, primary pupils complete a project on the Victorians), there is little time within the timetable to study other subjects.
- Leaders do not ensure that secondary-aged pupils have access to impartial careers advice to help them to make informed decisions about their next steps in employment, education or training.
- Schemes of learning, other than in English and mathematics, in the secondary phase are weak and do not identify the knowledge, understanding and skills pupils will learn. The curriculum is not planned in a systematic or cohesive way that will enable pupils to make progress over time.
- Although leaders have systems in place to check pupils' attainment in English and mathematics, they are unclear about the progress made by pupils in other subjects. Assessment processes, particularly in the secondary phase, are in their early stages of development.
- Recent training for staff has had little effect on improving the quality of teaching. However, the proprietor has plans in place to develop more effective training for teachers.
- Leaders and governors have not ensured that there is a written accessibility plan, as determined by the independent school standards.
- Staff who made their views known to inspectors are overwhelmingly positive about the

support they receive from school leaders, particularly the headteacher. Consequently, staff morale is high.

- All parents and carers who responded to the Ofsted online survey, Parent View, would recommend the school. They feel their children are well cared for and supported. Parents find the headteacher and staff approachable. Parents expressed that any issues they may have are dealt with quickly by staff.

Governance

- Governors are committed to the school. They visit the school regularly and meet weekly. However, minutes from governing body meetings do not show that governors challenge leaders about pupils' progress and the quality of teaching across the curriculum.
- Governors were clear during the inspection that they specifically prohibit staff from providing pupils with any knowledge of different sexual orientations. As such, they do not encourage pupils to have respect for all other people, paying particular regard to the protected characteristics set out in the Equality Act 2010.
- The proprietor ensures that the school building meets the independent school standards. The building is maintained well.

Safeguarding

- The arrangements for safeguarding are effective.
- The school's safeguarding policy reflects current government guidance and requirements. As the school does not have a website, parents can request a copy of the safeguarding policy.
- The headteacher ensures that staff are trained appropriately and are updated on any safeguarding issues. Staff understand the role they play in keeping pupils safe.
- Pupils told inspectors that they feel safe and happy in school. They know whom to talk to if they have any worries or concerns.
- The headteacher keeps records of any concerns raised by pupils or staff. He ensures that any follow-up actions are recorded.
- The headteacher is a member of the local children safeguarding board. He understands any local issues and is updated with the latest guidance and advice.
- Although pupils do not use the internet in school, they understand how to keep safe online. They spoke to inspectors about other aspects of keeping themselves safe outside school. For instance, pupils learn about road and bike safety. Older pupils learn about the dangers of drugs.
- All parents who responded to Ofsted's parent survey say that their children feel safe in school.
- Early years staff have undertaken the appropriate paediatric first-aid training.

Quality of teaching, learning and assessment

Inadequate

- Teachers' expectations of pupils are too low, particularly for the most able pupils. Work is not well matched to the ability and needs of pupils.
- Teachers do not use assessment information well to plan pupils' next steps in learning. The work set by teachers often lacks challenge. Teachers do not consistently take into account pupils' prior knowledge and understanding when planning learning activities.
- Teachers' questioning does not encourage pupils to think more deeply about their learning, particularly in secular studies. However, in Hebrew studies, pupils have wider opportunities to discuss and debate their learning and develop their speaking skills.
- Inspectors scrutinised a wide range of pupils' work during the inspection. Typically, pupils' presentation of their work is untidy. Incomplete work is common. However, in Hebrew studies, pupils take more pride in the presentation of their work.
- In mathematics in the primary phase, there is not enough emphasis on the development of pupils' problem-solving and reasoning skills.
- There are limited opportunities in English lessons, and in other subjects, for pupils to apply their literacy skills to their written work. For example, in Year 6 science, pupils are not encouraged to write in full sentences. Leaders have plans in place to address this.
- Spelling and grammatical errors in pupils' work are not consistently addressed by teachers. As a result, pupils repeat the same errors.
- In subjects other than English and mathematics, schemes of work provide little direction for teachers. Teachers have limited opportunities to enhance their subject knowledge. Consequently, pupils' misconceptions, other than in Hebrew studies, are not addressed effectively by teachers.
- In the wider curriculum, pupils have few opportunities to revisit their learning or to enhance their understanding of the vocabulary they need to learn. However, in Hebrew studies in the secondary phase, there is evidence in pupils' work that they learn the vocabulary needed. Teachers and additional adults do not give sufficient direction to pupils so that they understand how to improve their work.
- There is not a strong culture of reading across the school. For instance, in Year 10 English lessons, pupils do not have the opportunity to read whole texts. They do not experience the whole story. The library has a very limited range of fiction and non-fiction books.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Secondary pupils have an awareness of British values. For example, they spoke to an inspector about democracy and the rule of law. They learn about public institutions in Britain. Pupils learn about different faiths in Hebrew studies. Secondary pupils talk confidently about some of the faiths in modern Britain. However, primary pupils have a limited knowledge of different faiths and cultures.
- There is a personal, social, health and citizenship curriculum which raises pupils'

awareness of some of the groups protected by the Equality Act 2010. However, the school's policy prohibits the discussion of some of these groups, for example, those with different sexual orientations.

- Pupils are confident and self-assured. They have a good understanding of right and wrong and discuss this within Hebrew studies.
- Pupils told inspectors that bullying is very rare. School records show that any bullying is dealt with. Actions are recorded appropriately.
- Pupils told inspectors that they feel safe in school.
- Pupils enjoy trips and visits to museums. Secondary pupils told an inspector they enjoy visiting the Lake District where they participate in sporting activities. This helps them to enhance their team-building skills.

Behaviour

- The behaviour of pupils requires improvement.
- Low-level disruption by a few pupils is a feature of some lessons where the activities set by teachers lack challenge. As a result, pupils can become distracted.
- Most pupils conduct themselves well. However, this is not consistent in all lessons and around the school.
- Some pupils take pride in their written work. Teachers do not have high enough expectations of the presentation of pupils' work. Consequently, pupils' work is often untidy and poorly presented.
- Pupils in the secondary phase demonstrate positive attitudes towards their learning, particularly in Hebrew studies. They work with interest and have good relationships with their teachers.
- Pupils enjoy school and attend well. Pupils' attendance is above the national average. Those pupils who attend alternative education provision for part of the school week also attend well. Very few pupils are late for school.

Outcomes for pupils

Inadequate

- The school does not usually enter pupils for any national examinations or tests. However, Year 10 pupils will take examinations in GCSE English and mathematics at the end of Year 10.
- Work in pupils' books shows that pupils make poor progress from their different starting points. For instance, most-able pupils complete work in mathematics in the primary phase that is too easy. Consequently, they do not reach the standards of which they are capable.
- As a result of a narrow curriculum, pupils are not well prepared for the next steps in their education, employment or training. Although English, mathematics and Hebrew studies are taught regularly, other curriculum areas are not taught in sufficient depth. Consequently, pupils' progress is weak.
- Pupils do not have opportunities to develop their knowledge, understanding and skills by

building on their previous learning and applying their skills across a range of subjects.

- Leaders do not check pupils' progress effectively in subjects other than English and mathematics. Consequently, leaders and teachers are unclear about the progress made by pupils in a range of subjects. For example, leaders are not clear about pupils' progress in the primary phase in science.
- In the secondary phase, some qualifications that pupils study are too easy for their ability. For instance, some pupils in Year 10 study an information and communication technology (ICT) qualification. The ICT work seen by inspectors lacked challenge. These pupils do not make good progress from their starting points.
- A secondary leader has completed a qualification in careers education. Leaders have plans in place to enhance careers provision. However, secondary pupils do not have access to an impartial careers adviser. The careers advice pupils receive is not sufficient to ensure that pupils are aware of all the career options available to them. There are no careers resources available in the school library.

Early years provision

Requires improvement

- Children enter early years with skills that are typical for their age. Outcomes by the end of Reception are variable over time. In 2017, the proportion of children who reached a good level of development was above the national average. However, in 2018, outcomes were below the national average. Not enough children exceed a good level of development, given their starting points.
- Additional adults working in the setting are not proactive in supporting children's learning. For instance, they do not typically help children to develop their vocabulary. They do not ask questions of children that probe and extend their thinking. Teachers are more effective in developing children's literacy skills. For instance, during the inspection, the early years teacher reinforced the Hebrew alphabet through song. This helped to enhance children's understanding.
- Leaders have developed the outdoor learning environment since the previous inspection. However, there are limited resources outdoors to help children to develop their reading, writing and number skills.
- Early years leaders have a good understanding of the main priorities for improvement. They have plans in place to address these.
- Children are well behaved. They share resources and play happily together.
- Early years leaders have developed more effective systems to check the progress of children from their starting points compared with other year groups in the school.
- Staff communicate with parents well. Parents feel well informed about how their child is doing.
- Leaders ensure that the early years welfare and safeguarding requirements are met.

School details

Unique reference number	136000
DfE registration number	390/6008
Inspection number	10093648

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 school
School category	Independent school
Age range of pupils	3 to 14
Gender of pupils	Boys
Number of pupils on the school roll	269
Number of part-time pupils	0
Proprietor	Mr Avrohom Moshe Rabinowitz
Chair	Rabbi G Heilpern & Mr A Moshe Rabinowitz
Headteacher	Mr Jonathan Klajn
Annual fees (day pupils)	£3,328
Telephone number	0191 477 7255
Website	The school does not have a website.
Email address	mrsrebenwurzel@thecheder.co.uk
Date of previous inspection	14–16 March 2017

Information about this school

- The Gateshead Cheder Primary School is an Orthodox Jewish school, with a Jewish ethos, providing education for boys between the ages of three and 14.
- At the time of the inspection, the school was operating outside its registration status. The school currently educates pupils up to the age of 15.
- The previous standard inspection took place in March 2017.
- A material change inspection took place in November 2018. The school did not meet the standards relevant to the material change. The material change had already been implemented.
- There are no pupils in Year 8.

- There are no pupils with an education, health and care plan.
- A small number of secondary-aged pupils attend alternative education provision at Haskel School.
- There has been a recent change to the proprietor. At the time of the inspection, the Department for Education was in the process of carrying out the statutory checks on the proprietor.

Information about this inspection

- The inspection was carried out with one day's notice. The inspection was conducted over two and a half days.
- Inspectors visited lessons and looked at a wide range of pupils' work in all year groups and subjects.
- Inspectors met formally with pupils in Years 4, 5, 6, 9 and 10. Inspectors talked informally to pupils during lessons and breaktimes.
- An inspector listened to some pupils read.
- Inspectors held meetings with the headteacher, the proprietor, governors and members of staff.
- An inspector met with some parents to get their views of the school.
- An inspector toured the school premises to check compliance with the independent school standards for premises.
- An inspector held a telephone conversation with the alternative education provider used by the school, and the local authority.
- A wide range of documentation relating to the school's work was scrutinised during the inspection, including school action plans, school policies, behaviour and attendance records, minutes of governing body meetings, and documents relating to the independent school standards.
- Inspectors took account of the views of 37 members of staff who returned Ofsted's staff survey and 58 parents who responded to Ofsted's parent survey.
- During the inspection, written correspondence was received from three parents asking that inspectors do not speak to their children.

Inspection team

Michele Costello, lead inspector

Her Majesty's Inspector

Alan Chaffey

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school must 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 matter are–
 - 2 (2)(a) requires provision of a full-time supervised education for pupils of compulsory school age which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education.
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school’s aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 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(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(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;
- 3(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act[10].
- 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 2. Spiritual, moral, social and cultural development of pupils

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(a) 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;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and

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.

Schedule 10 of the Equality Act 2010

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