

Tashbar Boys' Nursery School

Alexandra Road, Gateshead NE8 1RB

Inspection dates

9 September 2019

Overall outcome

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

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(2)(b)(d)(f)(h)(i)

- Senior leaders have written a curriculum statement which clearly outlines how the school intends to meet the needs of children aged between 2 and 5 years old.
- Leaders have detailed plans for how and what children will learn. Documentation shows the expectations of what should be achieved in each area of learning. Expectations for mathematics are particularly high. Leaders have written plans for continuous provision which clearly indicate what children should be learning. It is intended that this will support all practitioners in delivering the planned curriculum.
- If implemented as planned, it is likely that these standards will be met.

Paragraph 3

- The executive headteacher has developed a schedule of monitoring and a range of templates to monitor the quality of teaching and learning. She intends to ensure that priorities for improvement are being addressed and standards across the school are consistently high.
- If implemented as planned, it is likely that these standards will be met.

Paragraph 3(g), 4

- School leaders are using both formative and summative information to gather an understanding of children's achievements. They are also taking part in the assessment and moderation processes as required by the local authority for early years children.
- Information from parents is playing an important part in establishing children's achievements and needs. Templates are already in place so that this information can be easily and regularly gathered.
- If implemented as planned, it is likely that these standards will be met.

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

Paragraph 5

- School leaders have a comprehensive policy and curriculum for the spiritual, moral, social and cultural development of children. They include a focus on the development of British values.
- The policy includes a list of non-negotiables, for example, experience of visiting a farm and learning of other cultures. The policy also emphasises six agreed values of friendship, respect, perseverance, responsibility, kindness and creativity.
- School leaders expect staff to promote these values throughout all activities.
- Staff have already received training in aspects such as gender stereotyping and unconscious bias to support children's personal development.
- If implemented as planned, it is likely that these standards will be met.

Part 3. Welfare, health and safety of pupils

Paragraph 7

- School leaders have ensured that a safeguarding policy promotes the welfare of children and has regard to current government guidelines. The school does not have a website. The safeguarding policy is made available to all new parents and is noted as being available in the Parent's Handbook.
- Senior leaders are aware of their responsibility to refer a person to the Disclosure and Barring Service, if required.
- All of the senior leadership team have had designated safeguarding training or have an imminent date when they are to attend the training. At least one member of the governing body and the senior leadership team has received safer recruitment training.
- School leaders have already developed communication channels with the local authority so that they are ready to raise any concerns, if needed.
- The school site is safe with an electronic entry system. Established signing-in procedures and identification of visitors procedures are already in place.
- If implemented as planned, it is likely that these standards will be met.

Paragraph 9 and 10

- A written behaviour policy and anti-bullying policy promote positive reinforcement and clearly set out how issues should be dealt with.
- A pastoral head is part of the senior leadership team and has a clear vision for promoting positive behaviour and ensuring that staff are good role models for children.
- If implemented as planned, it is likely that these standards will be met.

Paragraph 11, 13, 16

- Senior leaders have written a health and safety policy which includes elements of first aid and risk assessment.

- The school is part of the community paramedics scheme Hatzola and are currently aiming to achieve the Millies Mark award. Therefore, once the school is opened most staff will be paediatric first aid trained, and paramedics are in the immediate locality, if required.
- Aspects of risk assessment are contained within the health and safety policy. A separate risk assessment policy also confirms how risk assessments both daily and for specific events, for example for educational visits, will be considered.
- If implemented as planned, it is likely that these standards will be met.

Paragraph 12

- A trained fire marshal is also a member of the senior leadership team. She has clearly established routines for carrying out all suitable fire checks, which will be continued. An external advisor completes a fire safety check regularly to ensure the safety of the building and that the fire risk assessment is complete.
- If implemented as planned, it is likely that these standards will be met.

Paragraph 15 and 14

- Senior leaders have a spreadsheet ready with all the required headings so that an admissions register can accurately be established when the school opens. Systems for marking children's attendance are ready.
- Senior leaders have ensured that the required ratio of adult to children is exceeded so that children are well supervised. It is anticipated that staff working at the Gateshead Jewish Nursery School (GJNS) will be transferred to the Tashbar Boy's Nursery School when opened.
- If implemented as planned, it is likely that these standards will be met.

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

Paragraph 18, 20, 21,

- School leaders have a single central record for the GJNS which confirms that all the required recruitment and suitability checks have been completed. It is the intention that this information will be transferred to a new single central record when these staff start working in the proposed new boy's school.
- School leaders do not intend to use supply staff and employment agencies.
- If implemented as planned, it is likely that these standards will be met.

Part 5. Premises of and accommodation at schools

Paragraph 23, 24, 25, 26, 27, 28, 29

- The proposed school premises are currently being used for children attending GJNS, therefore all resources, for example furniture and toileting and nappy-changing facilities, are suitable for children aged between 2 and 5 years old.
- All classrooms are light and airy and have direct access to an outside space. As these outdoor spaces differ in size and availability of resources, such as overhead cover and sandpits, a timetable is to be established to ensure that all children benefit from all of the outdoor facilities.

- A medical room with appropriate facilities and established routines for administering medicines are ready.
- There are two toilet areas with an adequate number of toilets and handwashing facilities. A nappy-changing area with the appropriate equipment and written procedures is available.
- All classrooms have drinking water available for children, which is clearly labelled.
- If implemented as planned, it is likely that these standards will be met.

Part 6. Provision of information

Paragraph 32

- The school has a main entrance where a large noticeboard ensures that essential information is available to parents/carers and visitors.
- Essential documents are named in the Parent's Handbook as being available from the school office with a note that many other policies are available. The handbook is given to all new parents.
- The required contact information is available in the Parent's Handbook.
- If implemented as planned, it is likely that these standards will be met.

Part 7. Manner in which complaints are handled

Paragraph 33

- Senior leaders have ensured that an appropriate complaints policy has been written and will be available for all parents should they request it.
- If implemented as planned, it is likely that these standards will be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34

- The proprietor has ensured that a clear management structure has been established for the proposed school. It is the intention that this will ensure that all leaders will be held accountable for the role they play in ensuring that the independent school standards are consistently met.
- Senior leaders have plans for weekly meetings and termly headteacher reports to ensure that the well-being of children is promoted and that the standards are consistently met.
- If implemented as planned, it is likely that these standards will be met.

Schedule 10 of the Equality Act 2010

- School leaders have a written accessibility policy and an accessibility plan which promotes and highlights the potential needs of all groups of children and parents, including those with special educational needs and/or disabilities.

Statutory requirements of the early years foundation stage

- School leaders have integrated the requirements of the early years foundation stage into all relevant policies and procedures, such as the health and safety, first aid and

the complaints policy. For example, there is a template to gain written, parental permission for the administration of medication.

- If implemented as planned, it is likely that these requirements will be met.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Proposed school details

Unique reference number	147313
DfE registration number	390/6012
Inspection number	10118049

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	Independent Jewish Boy's Nursery School
School status	Independent school
Proprietor	The Gateshead Jewish Nursery
Chair	Mr E Dunner
Headteacher	Mrs D Danan
Annual fees (day pupils)	£0–2,340
Telephone number	0191 478 3723
Website	Not available
Email address	office@tashbar.org.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	n/a	2–5 years	2–5 years
Number of pupils on the school roll	n/a	136	136

Pupils

	School's current position	School's proposal
Gender of pupils	n/a	Boys
Number of full-time pupils of compulsory school age	n/a	136
Number of part-time pupils	n/a	20
Number of pupils with special educational needs and/or disabilities	n/a	20
Of which, number of pupils with an education, health and care plan	n/a	20
Of which, number of pupils paid for by a local authority with an education, health and care plan	n/a	0

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	n/a	5
Number of part-time teaching staff	n/a	30
Number of staff in the welfare provision	n/a	n/a

Information about this proposed school

- The proposed school is situated in the Bensham residential district of Gateshead.
- Gateshead Jewish Nursery School (GJNS) is currently a nursery school for boys and girls aged between 2 and 5 years old. The proprietor intends to de-amalgamate the nursery so that it becomes two separate schools, one for girls and one for boys. Both schools will use the existing site.
- GJNS was previously inspected in December 2018, when it was judged to be inadequate.
- It is proposed that Tashbar Boy's Nursery School will accept up to 136 boys aged between 2 and 5 years old. Children will be able to attend on a part-time basis if parents, in discussion with school leaders, consider this necessary.
- The school intends to follow the values and principals of the Jewish Orthodox faith.
- Tashbar Boy's Nursery School intend to accept children with special education needs and/or disabilities. GJNS already have experienced staff and a separately resourced building to meet the needs of these children. These resources will be used on a scheduled timetable to meet the needs of children from the Tashbar Boy's Nursery School.

Information about this inspection

- This announced inspection took place over one day with one inspector. This was the school's first pre-registration inspection.
- The inspection was commissioned by the Department for Education to establish if the GJNS can be de-amalgamated to form two separate schools, one being the Tashbar Boy's Nursery School.
- The inspector met with members of the new governing body, an external advisor and the new senior leadership team.
- The inspector studied documents relating to the independent school standards and the early years statutory requirements, including the safeguarding policy. Other documentation regarding children's health and safety and welfare requirements were also studied.
- The inspector toured the school premises, both inside and outside.
- There were no children attending school on the day of the inspection.

Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector

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