

Gateshead Jewish Nursery School

Alexandra Road, Gateshead, Tyne and Wear NE8 1RB

Inspection dates

12 November 2019

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2, 2(b), 3, 3(a)

- In the previous inspection, in December 2018, inspectors found that aspects of the quality of teaching and learning required improvement.
- The proprietor has produced a much improved action plan. It has been drafted with the support and advice of local authority officers. It details the actions leaders are taking to improve this aspect of the school's provision.
- In particular, the previous report indicated that teaching assistants were not always used effectively to support children's learning. The proprietor is ensuring that staff access quality training in the early years foundation stage. Other members of staff are doing a degree course with the Open University and Gateshead College. This is improving staff knowledge of how young children learn.
- The proprietor has ensured that the curriculum reflects the expectations of the early years foundation stage requirements. Schemes of work detail what will be taught each term for all areas of learning. There are separate schemes of work for continuous provision. These schemes are adapted according to the age of the children.
- Leaders use 'letters and sounds' as their approach for developing children's phonics knowledge. This is taught alongside Hebrew. Staff use this method to help children's early literacy acquisition.
- Some children start school with a limited vocabulary. Leaders are using the support of local authority advisers to help them set up their classrooms to support early language acquisition. Key vocabulary that is linked to the learning that will take place is recorded on staff planning. For example, in Reception, children are studying autumn and are learning words associated with autumn colours, falling leaves and seasonal vegetables. Some classrooms have lots of labels, words and pictures to help children remember this. However, not all classrooms are as effectively displayed.
- Improved assessment procedures are enabling children to make better progress. Any pupil falling behind in their learning is quickly identified and extra support provided.
- The special education needs coordinator makes sure that any child with special

educational needs and/or disabilities receives appropriate and timely support. She has established effective links with health visitors and paediatricians to make sure early identification of any additional needs is made.

- Leaders use regular 'drop ins' to check that the schemes of work are being delivered consistently. Lesson visits made during this inspection showed that there are still some inconsistencies that leaders need to eliminate for this aspect of the school's practice to be securely good.
- These standards are met and are likely to continue to be met if the material change is implemented.
- *Paragraph 3(j)*
- At the time of the previous inspection, inspectors noted that staff had different expectations of what children can achieve based on their sex. Boys are no longer taught at the school. A separate boys' nursery school has now opened. The curriculum plans presented by leaders reflect the early learning goals equated with children reaching a good level of development by the time they leave Reception class. Teachers are ambitious for what pupils can achieve.
- These standards are met and are likely to continue to be met if the material change is implemented.

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

Paragraph 5 5(a)

- The proprietor has reviewed the scheme of work for children's spiritual, moral, social and cultural development. It now incorporates a range of activities that will enable children to gain an age-appropriate understanding of British values.
- Visits to local landmarks help children gain an awareness of their locality. A range of books and stories are used to help children understand the differences between people and the importance of respecting those of other faiths and none.
- In lessons, children are encouraged to turn take and to share by staff. Resources are freely accessible to promote children's growing sense of independence.
- At the previous inspection, inspectors identified that pupils were segregated by sex. Segregation by sex is no longer occurring at this school. This is because Tashbar Boys' Nursery School is now in operation, and only girls attend this school.
- At the time of the last inspection, inspectors noted staff's use of gender stereotypical language. Leaders accessed local authority training to support them to improve staff awareness and understanding of language choice. They have audited resources and reading material in all classes. They have removed any resources that reinforced gender stereotypes. The vast majority of classrooms are now more gender aware in their displays and in their use of resources.
- These standards are met and are likely to continue to be met if the material change is implemented.

Part 3. Welfare, health and safety of pupils

Paragraph 6, 7 7(a) 7(b)

- The school's safeguarding policy is updated to reflect the latest government guidance. The policy is available to parents and carers on request. At the start of the school year, all parents received a copy of the updated policy.
- All staff have undertaken updated safeguarding training so that they know the important role they play in making sure children are kept safe.
- These standards were met at the time of the previous inspection and continue to be met.

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

- There is an age-appropriate behaviour policy in place. It is supported by an anti-bullying policy. Staff understand and apply the behaviour policy in an age-appropriate manner.
- A record of any behaviour issues is kept. A review of this log shows that any incidents are age and need related.
- These standards were met at the time of the previous inspection and continue to be met.

Paragraph 11 12 13 14 16 16(a) 16(b)

- The proprietor has ensured that all appropriate policies, including risk assessment policies, are in place. Policies and practices are reviewed on a regular basis to ensure that all health and safety requirements are met.
- Leaders overstaff all classes, so there are higher adult to child ratios at the school.
- These standards were met at the time of the previous inspection and continue to be met.

Paragraph 15

- The admissions register is compliant with legal requirements. It has been separated to reflect that boys are now taught at the recently opened Tashbar Boys' Nursery School.
- Attendance registers are completed at the start of both the morning and afternoon sessions. Leaders make sure all absences are accounted for.
- These standards were met at the time of the previous inspection and continue to be met.

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

Paragraph 18, 20, 21

- The proprietor has ensured that all appropriate checks have been carried out on staff working at the school. The checks are recorded on a single central register.
- These standards were met at the previous inspection and continue to be met.

Part 5. Premises of and accommodation at schools

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

- The school premises are used for children aged between 2 and 5 years old. All resources

are suitable for children of that age.

- Classrooms are light and airy, and are organised so that young children can access the resources they need easily.
- There is drinking water freely available for all children in all classrooms.
- All children have access to outdoor play facilities. Fixed resources such as the trim trail and climbing frame are checked regularly to ensure that they are safe to use.
- These standards were met at the previous inspection and continue to be met.

Part 8. Quality of leadership in and management of schools

Paragraph 34 1 34 1(a) 34 1(b)

- At the previous inspection, the inspector found that leaders did not convincingly fulfil their roles and responsibilities. For example, they were unlawfully segregating children by sex. Boys no longer attend this school.
- The proprietor has worked closely with colleagues from the DfE to ensure that the process for de-amalgamation was completed successfully.
- There is now a new leadership structure in place. The headteacher is now the executive headteacher for Gateshead Jewish Nursery School and Tashbar Boys' Nursery School. She is supported by the deputy headteacher. Roles and responsibilities are being defined.
- Since the previous inspection, leaders have sought the advice and support of local authority advisers to review their action plan and schemes of work. Both of which are now much more detailed and reflective of the improvement leaders desire.
- Leaders have accessed extensive training opportunities, designed to improve their understanding of the early years foundation stage framework. They have cascaded this training to all staff. Leaders can talk confidently about the changes that they have made and the impact this has had on improving staff's knowledge and skills.
- These standards are met and are likely to continue to be met if the material change is implemented.

Statutory requirements of the Early Years Foundation Stage

- School leaders have integrated the requirement of the early years foundation stage into all relevant policies and procedures, such as health and safety, first-aid and behaviour policies.
- These standards were met at the previous inspection and continue to be met.

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 that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school now meets the following independent school standards

Part 1. Quality of education provided

- 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(j) does not discriminate against pupils contrary to Part 6 of the 2010 Act.

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.

School details

Unique reference number	108419
DfE registration number	390/6007
Inspection number	10118333

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 status	Independent school
Age range of pupils	2 to 5
Gender of pupils	Girls
Number of pupils on the school roll	107
Number of part-time pupils	0
Proprietor	Simcha Moshe Chaim Kohn
Chair	Simcha Moshe Chaim Kohn
Headteacher	Mrs D. Danan
Annual fees (day pupils)	£0–£2340
Telephone number	0191 478 3723
Website	No website available
Email address	headteacher@gatesheadkinder.org.uk
Date of previous standard inspection	11–13 December 2018

Information about this school

- The Gateshead Jewish Nursery School is a Jewish independent school. It caters for children between the ages of two and five years old.
- At the time of the inspection, there were only girls on the school roll because Tashbar Boys' Nursery School has opened on the same site
- The school has applied to the Department for Education (DfE) to make a material change to its registration to make this a girls' school only. At the DfE's request, I checked whether the school meets the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the

Education Act 2002.

- None of the children currently on roll has an education, health and care plan.
- Children are split into different classes according to their age.
- The school has two separate sites. One is adjacent to the main building.
- The previous standard inspection took place in December 2018, when the school was judged to be inadequate.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This inspection was the first progress monitoring inspection since the standard inspection in December 2018. At this time the school was operating as a mixed nursery school, prior to the formation of a separate boys' nursery school, which opened on the same site in September 2019.
- The DfE required the school to complete an action plan for improvement. The action plan was evaluated by Ofsted in June 2019 and was subsequently rejected by the DfE.
- This inspection was combined with a material change inspection to change the school from a mixed-sex school to a single-sex girls' school.
- This inspection took place on one day without notice.
- The inspector toured the school to establish whether the premises met the requirements of the independent school standards.
- Lesson visits to the play group, the Nursery classes and the Reception classes were completed. All visits were undertaken with the headteacher or senior leaders.
- The inspector met with the headteacher to review the school's updated action plan, and evaluated documents associated with the independent school standards. The inspector spoke with the proprietor, governors, local authority advisers, children, staff and parents.
- The inspector checked safeguarding records and the single central register.

Inspection team

Diane Buckle, lead inspector

Her Majesty's Inspector

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