

# The Gateshead Cheder Primary School

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

**Inspection dates**

21 January 2020

**Overall outcome**

**The school does not meet all of the independent school standards that were checked during this inspection**

## Main inspection findings

### Part 1. Quality of education provided

#### *Paragraph 2(1)(b), 2(1)(b)(i), 2(2), 2(2)(a)*

- In the last standard inspection in April 2019, inspectors found that the curriculum was too narrow. In the primary phase, pupils did not study technological, human and social, or aesthetic and creative subjects. In the secondary phase, pupils followed a programme of Hebrew studies and some English and mathematics. Other required areas of learning were not being followed. Inspectors found that schemes of learning across the secondary phase were weak and did not identify the knowledge, skills and understanding that pupils should learn.
- The action plan stated that new schemes of work would be ready by September 2019. However, there was no information on how schemes of learning covering scientific education will be developed. The action plan was deemed to be unacceptable. It gave little information on how to measure the success of actions that leaders would take.
- The new headteacher is implementing new curriculum plans. These plans ensure that the seven areas of learning, required as part of the independent school standards, are followed by pupils aged up to 15 years. Pupils learning is now based around commercial schemes of work or schemes of work mainly based around the Jewish faith.
- During this inspection pupils were able to tell me how they had taken part in building an eruv (Jewish shelter) and had taken part in performances, such as dramatizing the story of Dogger and debates. These are examples of the curriculum in aesthetic and creative education. The headteacher is still improving the planning for these areas of the curriculum.
- The proprietor has dedicated extra funding for the provision in the early years to improve the outdoor environment. This outdoor environment is now well planned and resourced to enable children to access the curriculum. Children make use of a large covered area, so they can access the outside environment in all weathers. The early years leader has created various stimulating areas. For example, children can 'go to the beach' while playing in a large sandpit with a mural of the beach painted on the lid when propped open. A reading area with books and cushions surrounded by a picket fence promotes a love of reading both inside and outside. Planning for the curriculum activities

inside demonstrates that children can learn through well-planned sequential activities. For example, children learn to count through different activities relating to a 'bear' topic. Children take part in planned activities that allow for counting, reading and learning stories and writing. Activities allow children to practise skills and build on prior learning.

- During this inspection the headteacher was able to demonstrate how curriculum plans ensure that all pupils aged 3 to 15 years have experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. The headteacher is developing curriculum plans further so that they show more clearly what pupils are learning, when and why.

- Therefore, these standards are now met.

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

- During the inspection of April 2019 inspectors found that secondary-aged pupils did not have access to impartial careers advice.
- The schools action plan stated that school leaders will have written and implemented an appropriate scheme for careers education.
- The headteacher is a careers advisor and has developed a programme to support pupils in making informed careers choices. Pupils receive impartial guidance from a range of sources, for example a civil engineer visited the school and gave pupils a tour of a building site. Pupils now follow a commercial scheme which supports them in considering different career options and completing activities such as writing a curriculum vitae. Pupils now get the opportunity to complete a questionnaire that helps them match their interests and skills to different career opportunities.

- These standards are now met.

*Paragraph 2(2)(h), 3, 3(a), 3(c), 3(d), 3(e), 3(g), 4*

- During the last inspection inspectors found that teachers did not use assessment information to plan suitable next steps in learning. Reading was not promoted well and pupils had few opportunities to write in subjects other than English and Hebrew studies. Teachers did not get the training they needed to develop their subject knowledge.
- In the action plan submitted to the Department for Education (DfE) the school indicated that it would endeavour to 'help' pupils, develop assessment information and use the support of an external consultant to support the monitoring of teaching and learning. The evaluation of the action plan states that there is little detail on how actions will be achieved and monitored, for example in improving teachers' subject knowledge.
- The new headteacher has established a clearer framework for accountability in the school. During this inspection the teachers I spoke to were able to demonstrate good subject knowledge. The pupils I spoke to during the inspection were excellent readers. They were able to discuss their work and it was clear that knowledge was embedded in their long-term memory.
- The headteacher has ensured that assessment systems have been developed using either commercial schemes or teachers' own assessment resources. Assessments are now completed on a regular basis as well as at certain points during the school year.
- These standards are now met.

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

### *Paragraph 5, 5(a), Part 1, 2(2)(i), 3(j)*

- Inspectors during the inspection in April 2019 found that secondary-aged pupils had some awareness of fundamental British values but primary-aged pupils demonstrated little understanding, particularly about different faiths and cultures.
- There is some indication in the action plan that a new scheme of learning will support pupils' learning in these areas. However, the evaluation of the action plan indicates that without clear success criteria it is impossible to see how these plans can be successfully implemented.
- During this inspection pupils were able to discuss their learning about different cultures and beliefs, for example Christianity, the origins of Halloween, the Philippines earthquake and the Burj Khalifa. However, these areas of the curriculum are still not as well planned as other subjects and, therefore, the curriculum, although covered, is still limited.
- These standards are now met.

### *Paragraph 5(b)(vi) and Part 1 Paragraph 2(1), 2(1)(a), 2(2), 2(2)(d)(ii)*

- Inspectors during the inspection in April 2019 found that leaders and governors refused to allow pupils to be made aware of all the protected characteristics under The Equality Act 2010 as required by the independent school standards. This, through lack of knowledge, limits pupils' ability to show respect. Leaders were found to be not actively encouraging respect and tolerance for those with different protected characteristics.
- There is some indication in the action plan that a new scheme of learning will support pupils' learning in these areas. However, the evaluation of the action plan indicates that without clear success criteria it is impossible to see how these plans can be successfully implemented.
- During this inspection I was able to see how the Kodesh curriculum teaches pupils during their religious studies about respect, kindness and consideration for others. I discussed with pupils their thoughts and actions towards those with different protected characteristics, for example the elderly, those with a disability or of a different gender to themselves. All pupils told me that they would respect, be polite and kind to everyone and that if people have views that differ from their own, 'That's fine.'
- At the request of the headteacher I did not discuss the protected characteristics of gender identity and sexual orientation with the pupils. The headteacher confirmed that the school does not inform or discuss these issues with pupils. Therefore, without knowledge of all the protected characteristics, I am unable to confirm that pupils would be respectful of all others.
- These standards remain unmet.

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

### *Paragraph 7, 7(a), 7(b), Part 6 32(1)(c)*

- During the inspection of April 2019, the school's safeguarding policy was up to date and relevant. It was also made available to parents.

- However, the policy made available to the inspector at the time the action plan was reviewed did not take into account the most recent government guidelines.
- The policy which was made available to the inspector at the time of the action plan evaluation was sent in error to the Department for Education by the school.
- During this inspection I was able to evaluate the current safeguarding policy. This policy is made available to parents and meets current guidance issued by the Secretary of State.
- These standards are met.

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

##### *Paragraph 18, 19, 20, 21*

- During the inspection of April 2019 inspectors found that all standards relating to recruitment checks were met.
- During this inspection I studied the recruitment checks made on staff and the single central record which records this information. All appropriate recruitment checks are still being made and recorded accurately.
- These standards remain met.

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

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

- During the inspection of April 2019 inspectors found evidence to demonstrate that the proprietor had not ensured that leaders and managers had fulfilled their responsibilities. The proprietor was operating the school outside of its registration requirements. The school did not have an accessibility policy and therefore was not meeting requirements of The Equality Act 2010.
- Inspectors judged that the curriculum and quality of education was not appropriate for all pupils.
- The headteacher has now ensured that the curriculum plans enable pupils to have experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. Curriculum plans for some aspects of human and social and aesthetic and creative education are still limiting pupils' experiences in these areas.
- The previous inspection identified weaknesses in the early years, particularly in the outdoor environment. The proprietor has provided the early years leader with extra funding which has allowed her to enhance this area and plan for an exciting and stimulating curriculum.
- The school's safeguarding policy produced for the action plan evaluation inspection did not meet the requirements of government guidelines. This was sent in error and the current safeguarding policy meets requirements.
- The action plan evaluation inspection concluded that the action plan did not clearly demonstrate how the proprietor and school leaders and managers would address the unmet standards.

- School leaders confirmed that pupils are not being made aware of all the protected characteristics under the Equality Act 2010. Prior to their bar mitzvah all pupils have a discussion with the head of pastoral care where they may raise any issues in confidence. Pupils also have the opportunity to speak confidentially with an experienced local pastoral care consultant. A pastoral discussion takes place with all pupils before they leave the school.
- A new headteacher has made a great deal of progress towards meeting the independent school standards. He has a much clearer view on the monitoring of the quality of education. He has established clearer roles and responsibilities. He has established a sufficiently clear curriculum that is delivered to pupils to meet the independent school standards. However, he acknowledges that some areas of the curriculum need further development and planning.
- Most of the school standards are now met, including 34(1)(c).
- Standards 34(1), 34(1)(a) and 34(1)(b) remain unmet.

#### Schedule 10 of the Equality Act 2010

- During the inspection of April 2019 leaders and managers were unable to produce an accessibility plan which demonstrated their proposals on how they would support a person with disability to access the school and the planned curriculum.
- The action plan did not address how this issue would be addressed.
- During this inspection I was able to study the school's accessibility policy. This demonstrated how the school would support those with a disability to access the school and the planned curriculum. The school is located in a building with seven floors. School leaders have already taken action to ensure that the needs of disabled pupils are taken into account when accessing these floors or exiting the building in an emergency.
- The school meets the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

### **The school's application to make a material change to its registration.**

- Following a material change inspection in November 2018 the school was found not to have appropriate curriculum plans in place which considered the needs of pupils in Year 10, aged 15 years.
- The headteacher has ensured that curriculum plans are now in place to meet the needs of these pupils. Some areas of the curriculum are still limited, with planning that needs further development. However, current planning ensures that pupils have experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education, as required by the independent school standards.
- As with other pupils in the school, school leaders do not intend to inform pupils in Year 10 of protected characteristics which deal with gender identity and sexual identity.
- Therefore, those standards now met are likely to continue to be met.
- Those standards which are not met are likely to continue to be not met.

## **Compliance with regulatory requirements**

The school does not meet 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, as set out in the annex of this report. 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.

## School details

Unique reference number	136000
DfE registration number	390/6008
Inspection number	10126306

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	Independent school
School status	Independent Jewish boys school
Age range of pupils	3 to 14
Gender of pupils	Boys
Number of pupils on the school roll	276
Number of part-time pupils	15
Proprietor	Avrohom Moshe Rabinowitz
Chair	G Heilpern
Headteacher	Daniel Shields
Annual fees (day pupils)	£3,328
Telephone number	0191 477 7255
Website	none
Email address	<a href="mailto:mrsrebenwurzel@thecheder.co.uk">mrsrebenwurzel@thecheder.co.uk</a>
Date of previous standard inspection	2–4 April 2019

The school has applied to the Department for Education (DfE) to make a 'material change' to its registration. At the DfE's request, we 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.

## Information about this school

- The school was previously inspected in April 2019 when, following a full standard inspection, it was judged to be inadequate.

- The school is an Orthodox Jewish school providing education for boys between the ages of three and 14 years.
- At the time of this inspection and the previous inspection the school was operating outside its registration status as there are pupils up to the age of 15 years currently attending the school. The school is awaiting the outcome of a material change request which was considered in November 2018 and again on this inspection.
- Fifteen of the younger children attend on a part-time basis. There are no pupils in Year 9.

## 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.
- Following the inspection in April 2019 when the school was judged to be inadequate, the school received a statutory notice from the DfE on 24 July 2019.
- The statutory notice required the school to present an action plan to the DfE by 24 August 2019 stating how they would take action to meet the previously unmet independent school standards. All actions had to be completed by 24 October 2019. This action plan was evaluated as unacceptable by Ofsted in September 2019. The school received a letter from the DfE in October 2019, informing them that the action plan was unacceptable.
- This first progress monitoring inspection was unannounced and took place over one day.
- I met with the headteacher, senior leaders including the early years leader, teachers, pupils and the chair of governors.
- I spoke with a small group of pupils and discussed their work with them after having discussed it with their class teacher.
- I looked at curriculum documents relating to the previously unmet standards to consider if standards were now met.
- I visited the early years with senior leaders and teachers. I considered planning and the organisation and resourcing of the environment to allow the curriculum to be delivered.
- I also looked at a range of evidence, including videos and photographs, as well as observing celebrations, such as a bar mitzvah celebration.
- I also studied documentation regarding pupils' safety, for example the safeguarding policy, safeguarding notices and the school's records of recruitment checks.

## Inspection team

Jo Sharpe, lead inspector

Her Majesty's Inspector



## **Annex. Compliance with regulatory requirements**

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

*Standards that were not met at the previous inspection and remain unmet at this inspection*

#### **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(2) For the purposes of paragraph (2)(1)(a), the matters are—
  - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;

#### **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(b) ensures that principles are actively promoted which—
  - 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

### **The school now meets the following requirements of the independent school standards**

#### **Part 1. Quality of education provided**

- 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)(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)(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.
- 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(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.

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

- 34(1)(c) actively promote the well-being of pupils

## **Schedule 10 of the Equality Act 2010**

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