

Inspection of Tashbar of Edgware

Mowbray Road, Edgware, Middlesex HA8 8JL

Inspection dates: 28–30 January 2020

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

Early years provision

Inadequate

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Pupils like coming to school. They enjoy their lessons in history, woodwork and physical education (PE). However, leaders have not planned pupils' learning well. Leaders' expectations of pupils' learning in secular subjects, including in reading and writing, are not demanding.

Staff care for children well in the early years. They choose activities which children find fun. For instance, Nursery-age children like playing with toy cars and riding on trikes. However, most activities, including in reading, fail to build on what children already know or can do. Leaders have not ensured that Reception-age children have enough opportunities to develop their physical and creative talents. They have not made sure that children build up their knowledge of the world they live in. Children get a poor start to their learning, particularly in the Reception Year.

Pupils behave well. They are polite and have respectful attitudes. However, pupils are not prepared as well as they should be for life in modern Britain. For example, pupils are not taught enough about different faiths, cultures and traditions.

Adults keep a close eye on pupils' welfare. They manage any concerns effectively. This includes friendship issues and incidents of bullying. Pupils told us that this helps them to feel safe at school.

What does the school do well and what does it need to do better?

The proprietor has not ensured that the school is well led. Most key aspects of the school's work have no clear leadership. For example, in the secular subjects, leaders do not check how well all pupils learn and achieve.

Since the previous inspection, poor leadership has led to a decline in the support for pupils' personal development. The quality of the early years provision has also declined. The proprietor has not made sure that the school meets the requirements of the independent school standards. Leadership lacks the capacity and expertise to secure the necessary improvements.

In the early years, leaders do not plan children's learning effectively. Staff have not received training to ensure that all children learn well. In the early years, plans do not support children's development and progression across the Nursery and Reception classes. Assessment information is unhelpful. By the end of the Reception Year, children are not well prepared for the next stage in their education. Staff are unclear about what children already know and what they need to learn next.

Children experience a narrow range of subjects in the Reception class. For instance, children do not learn about other people, places and the environment. They are not taught about how to be healthy. Opportunities for children to develop physical skills such as balance and coordination are patchy. As a result, children underachieve

considerably. The proprietor has not ensured that the learning and development requirements of the statutory framework for the early years foundation stage are met.

In Years 1 to 6, pupils study a broad range of subjects. Leaders have clear goals for what pupils should learn. Pupils have experiences in all the required areas of study. In history, for example, pupils develop a secure understanding of Britain's past and that of the wider world. Pupils were keen to tell us about their learning. They spoke confidently about the causes of the Second World War, using their knowledge of the Treaty of Versailles and Hitler's rise to power.

However, as at the time of the previous inspection, subject plans vary in quality. Some subject plans lack clear information about exactly what content pupils should be taught in younger years, when it should be taught and in what order. In art and technology, decisions about what content to teach within each topic are sometimes left to the teachers. Occasionally, important concepts are not introduced in a logical order or taught in sufficient depth. Consequently, pupils have gaps in their knowledge and skills.

Teachers in Years 1 to 6 explain new ideas clearly. However, leaders have not supported staff to develop their teaching expertise. Sometimes teaching is not focused sharply on developing pupils' abilities step by step. For example, pupils enjoy playing cricket in PE. However, they do not regularly practise the specific batting and ball-catching skills needed to play the game well.

The phonics programme contains clear aims for the knowledge that pupils should learn each term. Staff are well trained and teach sounds precisely. However, in the Reception class, children do not get enough practice using their phonics knowledge to read words. They do not take reading books home. This holds children back from becoming fluent readers.

Pupils in Years 1 to 6 like reading. Teachers expect pupils to read regularly for pleasure. However, leaders have not made sure that all books are well matched to pupils' reading ability. Pupils do not read a wide range of books and authors during lessons. Many books that pupils take home to read are of poor quality. In writing, pupils develop a strong understanding of English grammar and spelling. However, pupils do not practise writing for different purposes and audiences.

Much of the school's work to support pupils' personal development is delivered through religious studies. Pupils learn about the difference between right and wrong. Staff encourage pupils to think about how their actions affect others. Pupils are taught about the importance of 'respecting everyone' generally. However, leaders have not made sure that plans for pupils' personal, social, health and economic (PSHE) education set out how respect for all of the protected characteristics is promoted.

Pupils are taught useful information about British society. Examples include the role of financial institutions and the Houses of Parliament. Outings and external visitors complement this work well. However, pupils are not taught enough about other cultures, faiths and traditions. Pupils have insufficient opportunities to develop their

understanding of British values. Apart from discussing the recent general election, pupils said that they have not learned anything about British values over the last two years. These shortcomings reduce pupils' readiness for life in modern Britain.

Staff have high expectations for pupils' behaviour, including in the early years. This aspect of the school's work is led well. In lessons, pupils focus on their work and settle down to tasks quickly. They enjoy sharing their ideas with each other and adults. Pupils like the rewards that teachers use to promote good behaviour.

The school's premises are safe and suitable. Since the previous inspection, the proprietor has made improvements to the outside spaces. This includes creating a secure and well-maintained outdoor area for the Nursery class. The accessibility plan complies with schedule 10 of the Equality Act 2010. Staff have received training to identify and support pupils with special educational needs and/or disabilities. However, weaknesses in the quality of education mean that these pupils do not learn as well as they should.

Most parents and carers are supportive of the school's work. They like the school's 'community feel'. Parents said that they are kept well informed about their children's learning.

Safeguarding

The arrangements for safeguarding are effective.

The safeguarding policy includes the most recent statutory guidance. Parents can obtain copies of the policy from the school office. Leaders carry out all the required checks on adults' suitability to work with pupils.

Leaders and staff understand their responsibilities to promote pupils' welfare. They know about risks to watch out for, including those related to child criminal exploitation and neglect. When concerns arise, leaders take effective action to keep pupils safe.

Pupils are taught about personal safety. However, they do not learn about risks that exist online. Leaders do not recognise the importance of this, even though it was an area for improvement at the previous inspection.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leadership is weak. The proprietor should establish effective leadership arrangements, including in the early years. The proprietor should make sure that leaders have the necessary expertise to improve the school and check that the independent school standards are met.
- Pupils study a suitably wide range of subjects. However, pupils' learning is not coherently planned and sequenced. Pupils do not develop and deepen their knowledge well. Leaders should ensure that subject planning sets out what pupils

should learn and remember, and when. They should ensure that planning takes account of what pupils have already been taught as well as what pupils will need to know in order to learn in the future.

- Teachers are keen to help all pupils to learn successfully. However, staff receive limited guidance on how to select appropriate teaching activities. Sometimes, tasks do not develop pupils' knowledge well. Leaders should provide staff with guidance and training.
- Pupils in the Reception Year have too few opportunities to develop and practise their phonics knowledge. They struggle to read fluently and accurately. Leaders should ensure that children practise reading regularly.
- Older pupils read a narrow range of books. Sometimes, these are poorly matched to pupils' reading abilities. Leaders should make sure that pupils read a variety of literary genres and authors that reflect Britain's literary heritage.
- The early years curriculum does not support progression in children's learning across the Nursery and Reception classes. Children are not prepared effectively for Year 1. Leaders should make sure that all areas of learning are well planned and taught. They should give staff high-quality guidance on how to use and adapt curriculum planning. Leaders should develop staff's expertise in using assessment information to support children's learning and development.
- Pupils know that it is important to respect the beliefs and choices of others. However, pupils have limited opportunities to learn about diversity in British society. Leaders should ensure that pupils benefit from well-planned opportunities to appreciate similarities and differences between other religions, traditions and families. They should make sure that the PSHE programme gives due regard, in an age-appropriate way, to all of the protected characteristics. Leaders should also make sure that plans for PSHE set out how pupils' understanding of British values will be actively promoted. These improvements should ensure that pupils are prepared as well as they should be for life in modern Britain.
- Pupils are kept safe in school. However, pupils are not taught about e-safety. Leaders should make sure that pupils have an age-appropriate knowledge of online safety.

How can I feed back my views?

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The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	130826
DfE registration number	302/6081
Local authority	Barnet
Inspection number	10115255
Type of school	Other independent school
School category	Independent school
Age range of pupils	3 to 11
Gender of pupils	Boys
Number of pupils on the school roll	235
Number of part-time pupils	0
Proprietor	Tashbar of Edgware Limited
Chair	Rabbi Keppel
Headteacher	Rabbi M Cohen (interim executive headteacher)
Annual fees (day pupils)	£3,800 (voluntary contribution)
Telephone number	020 8958 5162
Website	www.tashbar.co.uk
Email address	secretary@tashbar.co.uk
Date of previous inspection	30 January–1 February 2018

Information about this school

- The school's previous inspection took place in January 2018 when the school's overall effectiveness was judged as requires improvement.
- The school is registered to admit up to 240 pupils aged between three and 11.
- The school has an Orthodox Jewish ethos. In the morning, pupils have lessons in religious studies. In the afternoon, pupils study secular subjects. All lessons are taught in English.
- The headteacher left the school in January 2020. There is currently no substantive headteacher. Recently, governors have taken on the day-to-day

management of the school. The chair of governors is acting as the interim executive headteacher.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- We looked closely at pupils' learning in reading, writing, history and PSHE. We spoke to leaders and staff and looked at subject planning and pupils' work. We also visited lessons with members of the governing body.
- We considered pupils' learning in other subjects, including art, technology, geography, mathematics and PE.
- We met with the interim executive headteacher, who is the chair of the governing body. We also met with the chair of the proprietor body and another governor.
- We spoke to pupils about school life and observed pupils' behaviour during playtimes and between lessons. We also met with leaders to discuss how they promote high standards of behaviour. This included looking at policies and records relating to behaviour, bullying and attendance.
- We toured the premises and reviewed a range of documentation to check the school's compliance with the independent school standards. This included policies related to safeguarding and health and safety, as well as risk assessments.
- We took into account the responses received to Ofsted's surveys for parents and staff, including written comments. We also spoke to parents informally at the start of the school day. There were no responses to Ofsted's survey for pupils.
- We spoke to staff informally and met with staff to discuss safeguarding, behaviour and pupils' learning.

Inspection team

Sarah Murphy, lead inspector

Her Majesty's Inspector

David Davies

Ofsted Inspector

Alison Colenso

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to 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(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(d) personal, social, health and economic education which-
 - 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)(f) where the school has pupils below compulsory school age, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.

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) ensures that principles are actively promoted which-
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - 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.

The school must meet the following learning and development requirements of the statutory framework for the early years foundation stage

- 1.3 Ensure that the early years provision gives sufficient emphasis to the three prime areas of learning-
- 1.4 Ensure that the early years provision supports children's learning in the four specific areas of learning-
- 1.5 Children have an educational programme which involves activities and experiences in all seven areas of learning-
- 1.6 Staff use information about children's development to plan challenging and enjoyable experiences for each child in each area of learning.

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