

# Inspection of Keser Girls School

Ely Street NE8 1NR

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Inspection dates:

8 to 10 November 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

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 experience a variable quality of education. They enjoy reading and problem-solving in mathematics. Pupils talk excitedly about the books they read and their knowledge in mathematical problem-solving. The remainder of the curriculum is being reviewed and is still in development. Leaders know that there is more work to do to develop some subjects, such as computing and science. Some pupils work in year groups with other pupils below their chronological age. This means that the curriculum does not meet the needs of their age or aptitudes. Leaders do not ensure that these pupils are catching up quickly.

Pupils are happy, attend regularly and feel valued. They feel safe because they understand the school safety rules. Pupils say there is a trusted adult to talk to if they have a concern about their well-being or safety.

Pupils enjoy their roles as school councillors and class monitors. Year 6 pupils are proud to write songs and choreograph dances for school performances. However, pupils do not learn sufficient information about tolerance of those with different faiths and beliefs. They also do not know that the law protects certain groups of people in society. As a result, the proprietary body is not making sure that the independent school standards are met.

Pupils learn how to recognise bullying. They know that it can happen anywhere, but say it hardly ever happens in school. Pupils are confident that if it did happen, then staff would deal with it seriously.

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

Although pupils experience a wide range of curriculum subjects, some subjects are more established than others. In English and mathematics, the work staff set builds carefully upon pupils' previous knowledge. However, in all other curriculum areas, the quality of the curriculum varies from subject to subject. Some curriculum subjects, such as science, are under review. Pupils learn art in a specified 'art week' which occurs three times a year. This means that they do not get a chance to revisit learning regularly to build upon their knowledge. Pupils in key stage 1 experience technology and computing in the form of programmable electronic robots. However, those in key stage 2 do not experience such learning. The sequencing and progression of identified knowledge in the foundation curriculum subjects are not consistent. Leaders recognise that they have more to do to improve the quality of the wider curriculum.

The English leader has implemented a coherent phonics programme. Staff have accessed relevant training which equips them to teach young pupils how to read. Pupils develop their reading fluency as they move through the school. They love reading for pleasure, and apply their phonic knowledge to become confident at

spelling and writing. Pupils who are in danger of falling behind their peers have additional sessions to help them to catch up.

Leaders have developed a sequential and cohesive mathematics curriculum. Pupils get opportunities to apply the mathematical facts and methods they know to solve problems. Leaders work with the partner high school to find out what pupils need to know when they transfer to secondary school. This has helped pupils to improve their recall of multiplication calculation in readiness for secondary education.

The headteacher is the leader of all other curriculum subjects. In physical education (PE), the long-term curriculum design has been completed and this is supported by the recent purchase of some quality resources. Pupils learn how to master different techniques of throwing and catching a ball before applying this to play a ball game. In history, pupils learn about famous people and events that have changed the course of history. However, when pupils write about their learning in history, there is insufficient focus on historical content. The same is true in geography. This limits how much pupils get the chance to recall the most important learning from previous history or geography lessons. It also limits how well teachers can use this information to set subsequent work which is matched to what pupils need to learn next.

Pupils with special educational needs and/or disabilities (SEND) are supported well. The special educational needs coordinator (SENCo) ensures that pupils' needs are identified early. Pupils' support plans help them to access the same curriculum as their peers.

Leaders provide a range of activities to develop pupils' sense of responsibility. This includes participating in charity work, community involvement and being on the school council. However, there are some aspects of personal development that leaders do not teach, such as some of the fundamental British values. The leaders do not teach about tolerance and respect for people from different religions and cultures other than their own. Pupils also do not learn about all of the nine protected characteristics, including different types of families, such as civil partnerships. Pupils do not understand that these groups of people are protected by law. The relevant independent schools standards are not met.

Governors know the school well. They are closely involved in the strategic direction of the school. This includes, for example, the proposed building work to improve the premises. Other minor aspects of the independent school standards relating to the premises check were not met at the beginning of this inspection. Leaders addressed these shortcomings promptly during the inspection. The members of the proprietary body understand their role but have not ensured that all of the independent school standards are met.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders carry out the necessary recruitment checks when they appoint staff and volunteers. All staff and governors access relevant safeguarding training regularly. The designated safeguarding lead (DSL) is thorough in her recording and reporting of any concerns raised. She works closely with external agencies to provide targeted support. The DSL also checks on how effective any action taken to support vulnerable pupils has been.

Pupils learn about 'stranger danger' through the curriculum. They learn about some potential dangers that they may face online, for example cyberbullying.

## **What does the school need to do to improve?**

### **(Information for the school and proprietor)**

- The curriculum in science and foundation subjects, including history, geography and art, is not well developed. This means that pupils learn less in these areas than they do in English and mathematics. Leaders should map out and build pupils' knowledge more securely in these subjects.
- Leaders do not teach, or actively promote, the protected characteristics of civil partnerships or religion. As a result, pupils do not have any understanding of how people with protected characteristics are protected by the law. This means that pupils are not being fully prepared for life in modern Britain. Leaders should ensure that the curriculum delivered encourages pupils to understand and respect other people, paying particular regard to the protected characteristics set out in the 2010 Act.
- In the wider curriculum, leaders do not share out subject leadership responsibility sufficiently. This makes it difficult to sustainably develop the curriculum as the responsibility of too many subjects rests with one person. The proprietor, governors and headteacher should ensure that more staff are trained to lead curriculum development in foundation subjects, in order to spread expertise more widely across the school
- Leaders do not ensure that all pupils get the support they need to catch up and access the same curriculum as their peers. This results in some pupils being taught in some year groups or key stages below their chronological age. Leaders should ensure that pupils get the support they need in order to catch up.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

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

## School details

<b>Unique reference number</b>	146525
<b>DfE registration number</b>	390/6010
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10239930
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Girls
<b>Number of pupils on the school roll</b>	338
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Gateshead Jewish Primary School
<b>Chair</b>	Mr David Silkin
<b>Headteacher</b>	Mrs Rivka Springer
<b>Annual fees (day pupils)</b>	Contributions from families
<b>Telephone number</b>	0191 478 5841
<b>Website</b>	None
<b>Email address</b>	<a href="mailto:info@kesergirls.org.uk">info@kesergirls.org.uk</a>
<b>Date of previous inspection</b>	10 to 12 December 2019

## Information about this school

- This is an Orthodox Jewish school with a Jewish ethos. It provides education for up to 420 girls between the ages of five and 11 years. Pupils study Hebrew studies in the morning and a secular curriculum every afternoon.
- Some pupils work in year groups, or key stages below their chronological age.
- The school operates from one main building and one smaller building on the same site.
- There are two pupils on roll with an education, health and care plan
- A small number of pupils with SEND attend an alternative education provision at Haskel School.

## Information about this inspection

Inspectors 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.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, who is also the DSL and the curriculum leader for science and all of the foundation curriculum subjects, including history and PE. Inspectors met with the chair of the board of governors, the chair of the proprietary board, the administration officer, the SENCo, English and mathematics leaders and several teaching staff.
- Inspectors carried out deep dives in early reading, mathematics, history and PE. Inspectors met with senior leaders and curriculum leaders, the SENCo and administration officers. They considered pupils' work, visited lessons, viewed curriculum plans and spoke with staff and pupils.
- Inspectors gathered additional evidence to inspect the quality of education. Inspectors looked at curriculum plans and pupils' books, and spoke to leaders about the range of curriculum subjects.
- To inspect the arrangements for safeguarding, inspectors scrutinised a range of documentation relating to safeguarding. This included checking the school's procedures for the recruitment of staff and viewing the school's single central record. The lead inspector met with the DSL to evaluate the school's safeguarding procedures and to check safeguarding records.

- Inspectors carried out a range of activities to determine whether the independent school standards are met in full. These activities included viewing the information the school provides to parents/carers, checking the school's processes for parents to complain, and considering how leaders ensure pupils' health, safety and welfare are protected. The lead inspector carried out checks on the school's premises with a school leader, to ensure compliance with Part 5 of the independent school standards.
- Inspectors spoke to pupils in lessons and in the playground. The lead inspector listened to younger pupils read to a familiar adult. Inspectors met with pupils in small groups to find out what it was like to attend this school.
- Inspectors considered the responses that were received through the Ofsted questionnaire, Parent View. They also reviewed the responses to the staff questionnaire and the pupil survey.

### **Inspection team**

Alison Aitchison, lead inspector

Senior His Majesty's Inspector

Garry Stout

Ofsted 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(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 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];

#### **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)(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

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