

# Gateshead Jewish Boarding School

10 Rydal Street, Gateshead, Tyne and Wear NE8 1HG

**Inspection date**

30 November 2022

**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, 2(1)(a), 2(2)(d), 2(2)(d)(ii), 2(2)(i), 2A(1)(b), 2A(1)(d)*

- At the previous inspection, inspectors found that leaders had not ensured that pupils are taught about the protected characteristics of sexual orientation and gender reassignment. As a result, this is limiting pupils' understanding of the legal rights of people with protected characteristics, as defined in law, and not preparing pupils fully for life in modern Britain.
- Following this inspection, school leaders met with their community more widely to discuss the approach they intended to take. Leaders considered whether to prepare a curriculum offer that made reference to specific protected characteristics that were not taught at the last inspection. It was intended to allow parents and carers to opt out of this. However, they felt that this approach did not align with their cultural beliefs.
- Leaders have not made the necessary changes to their programme for personal, social, health and economic (PSHE) education. Consequently, the curriculum does not encourage respect for people with certain protected characteristics.
- Pupils do not learn about different types of committed stable relationships or the protected characteristics of sexual orientation and gender reassignment. Pupils do not learn how stereotypes can cause damage, particularly when they are based on these protected characteristics. Consequently, pupils are not fully prepared for life in modern Britain.
- The provision of relationships education does not have regard to the Department for Education's statutory guidance on relationships education for independent schools.
- These standards were unmet at the last inspection and remain unmet.

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

### *Paragraph 5, 5(b)(vi)*

- At the previous inspection, inspectors found that pupils are not taught about the protected characteristics of sexual orientation and gender reassignment. Consequently, pupils have a limited understanding of the legal rights of people with protected characteristics and are not prepared fully for life in modern Britain.
- Pupils have some understanding of different cultures and faiths. They speak with passion about the importance of treating all with tolerance and respect. Pupils are able to share real-life examples of how they might demonstrate this. For example, pupils explained that it is common for gifts to be shared in December due to the importance of Christmas to many. They recognise that while they do not celebrate Christmas, others retain this right. They spoke of how, in places of work, there may be people who are unable to work at certain times due to their religious beliefs and also how others may need a place to pray at work. Pupils recognise that these beliefs, while different to their own, are of equal importance. However, pupils are not encouraged to respect other people fully as they are not taught about all of the protected characteristics as defined in the Equality Act 2010.
- These standards were unmet at the last inspection and remain unmet.

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

### *Paragraph 7, 7(a), 7(b)*

- School leaders continue to ensure that safeguarding is effective. The school safeguarding policy is comprehensive and complies with statutory guidance.
- Senior leaders deliver regular safeguarding training. They share updates with staff and deliver face-to-face training. The school safeguarding policy contains all pertinent information, including who staff should contact and when if they had a concern. This information is also displayed throughout the school, where it is accessible to all.
- Leaders pay particular regard to the fact that pupils may need a safe space to talk through concerns or difficulties, particularly if these conflict with the cultural teachings of their community. Pupils spoke of the high level of support that is available to them. They explained that there is always someone with whom they can speak and that teachers operate an open-door policy at all times.
- Pupils say they feel safe. They explain how they are taught to keep safe. Pupils are able to demonstrate what they have learned about personal safety, both online and offline. Pupils spoken with were calm, confident and happy. They interact easily with staff. A positive rapport between staff and pupils is evident within the school.
- These standards were met at the previous inspection and continue to be met.

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

*Paragraphs 18(2), 18(2)(a), 18(2)(b), 18(2)(c), 18(2)(c)(i), 18(2)(c)(ii), 18(2)(c)(iii), 18(2)(c)(iv), 18(2)(d), 18(2)(e), 18(3), 19(1), 19(2), 19(2)(a), 19(2)(a)(i), 19(2)(a)(i)(aa), 19(2)(a)(i)(bb), 19(2)(a)(i)(cc), 19(2)(a)(i)(dd), 19(2)(a)(ii), 19(2)(b), 19(2)(c), 19(2)(d), 19(2)(d)(i), 19(2)(d)(ii), 19(2)(e), 19(3)20(6), 20(6)(a), 20(6)(a)(i), 20(6)(a)(ii), 20(6)(b), 20(6)(b)(i), 20(6)(b)(ii), 20(6)(b)(iii), 20(6)(c), 21(1), 21(2), 21(3), 21(3)(a), 21(3)(a)(i),*

*21(3)(a)(ii), 21(3)(a)(iii), 21(3)(a)(iv), 21(3)(a)(v), 21(3)(a)(vi), 21(3)(a)(vii), 21(3)(a)(viii), 21(3)(b), 21(4), 21(5), 21(5)(a), 21(5)(a)(i), 21(5)(a)(ii), 21(5)(b), 21(5)(c), 21(6), 21(7), 21(7)(a), 21(7)(b)*

- Leaders carry out the required checks on staff before they commence work at the school.
- The single central record is compliant with the relevant legislation and guidance. It records the recruitment checks made on staff, is up to date and completed accurately.
- The recently updated safeguarding policy includes additional digital screening checks for any future employees.
- The standards in this part were met at the previous inspection and continue to be met.

## Part 6. Provision of information

*Paragraph 32(1) and 32(1)(c)*

- The school does not have a website, so it ensures that a copy of the safeguarding policy is available to parents on request.
- Hard copies of all policies are also available at parent consultation evenings and parents are informed by letter how they may access policies.
- These standards were met at the previous inspection and they 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, it was found that leaders did not demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently.
- Leaders are not delivering a PSHE programme which pays particular regard to all of the protected characteristics. Leaders say that they encourage respect and tolerance for all. As stated in the Department for Education's non-statutory 'The independent school standards – Guidance for independent schools' (April 2019) in paragraph 2.13, 'The requirement is that the PSHE curriculum must be designed to encourage respect for other people, with particular regard to the protected characteristics set out in the Equality Act 2010. It is not sufficient for a school to say that it meets this standard because its curriculum encourages respect for all people in a general way; that is not paying particular regard to protected characteristics, of which pupils must be made aware.'
- Leaders acknowledge that they do not deliver this requirement as specified in the guidance detailed above. This prevents leaders from meeting all the independent school standards consistently.
- These standards were unmet at the last inspection and remain unmet.

## **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	108414
DfE registration number	390/6002
Inspection number	10254217

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	10 to 16
Gender of pupils	Boys
Number of pupils on the school roll	119
Proprietor	Gateshead Jewish Boarding School
Chair	David Schleider
Headteacher	Rabbi N Wolinsky
Annual fees (day pupils)	Contributions from parents and the community
Telephone number	0191 4771431
Website	The school does not have a website
Email address	admin@gjbs.gateshead.sch.uk
Date of previous standard inspection	2 to 4 November 2021

## Information about this school

- This school was last inspected on 2 to 4 November 2021. This was a standard inspection carried out under section 109(1) and (2) of the Education and Skills Act 2008.
- The Gateshead Jewish Boarding School is a registered charity. It is run by trustees who have set up a governing body to oversee the leadership and management of the school.
- The school is also known as Gateshead Mechina.
- The school is registered for up to 147 pupils.
- The school caters for boys of differing abilities whose families are part of the Orthodox Jewish community.

## 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.
- The previous standard inspection took place on 2 to 4 November 2021 and the school was judged not to meet some of the requirements of the independent school standards.
- This was the first progress monitoring inspection to take place.
- The inspection was conducted without notice.
- The inspector met with the chair of governors, the headteacher and deputy headteacher.
- The inspector reviewed safeguarding documentation, checked the school's processes for the safe recruitment of staff and reviewed the school's systems for acting on safeguarding concerns. The inspector also met with members of staff, toured the premises and talked with pupils.

## Inspection team

Zoe Lightfoot, lead inspector

His 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 un-met 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)(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)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
  - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
  - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools.

#### **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)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in 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.

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