

# Inspection of Gateshead Jewish Boarding School

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

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Inspection dates: 21 to 23 November 2023

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

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?**

This is a friendly and welcoming school. It is highly valued by the local Orthodox Jewish community. Everyone is respected and nurtured. Leaders have high expectations of pupils. The ambitious curriculum encompasses focused Kodesh (religious) studies as well as a range of other subjects. The religious ethos permeates the curriculum. Pupils enjoy enrichment activities. These include water sports and visits to places such as Dunstanburgh Castle.

Pupils are proud of their school. They hold their teachers in high regard. The school's aim to 'instil in pupils a firm foundation which will prepare them for a life of committed Torah observance' is at the heart of the school's work. Pupils know and understand this aspiration.

Pupils behave well. They are respectful and well mannered. Bullying is not tolerated. Pupils say that when incidents of poor behaviour or bullying do occur, adults sort them out effectively. Pupils feel safe here. There are trusted adults whom they can talk to if they are worried.

The school does not teach pupils about the protected characteristics of sexual orientation and gender reassignment. Leaders have made this decision because the teaching of these protected characteristics does not align with the school's religious ethos. This means that the proprietor is failing to meet some of the independent school standards.

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

The curriculum sets out the most important knowledge and skills that pupils need to know. Schemes of work provide appropriate structure to teaching. Subjects are sequenced and designed to meet the ages and stages of pupils. Topics of learning support pupils' understanding of fundamental British values and the religious ethos of the school. Pupils can revisit and build their understanding of important content in different subjects. They read every day in English and Hebrew. The school prioritises reading for knowledge and pleasure. Pupils gain qualifications, including GCSEs and functional skills. These include qualifications in English, mathematics, information and communication technology, physics and business studies.

The school makes sure that staff have a clear understanding of what pupils know and can do when they join the school. Staff use this information to help pupils with their learning. They often check the progress that pupils make. Staff know pupils extremely well. They work closely with pupils and their parents and carers to ensure that pupils are well cared for and make progress in their learning.

Recent work to improve the support for pupils with special educational needs and/or disabilities (SEND), is positive. Pupils with SEND receive bespoke teaching and support when needed. Successful steps are being taken to improve the leadership and oversight of support and learning for pupils with SEND. Leaders work closely

with specialists working in other schools, including a local special school, to meet pupils' individual needs. However, not all staff are aware of the different approaches and resources that they can use to support pupils with SEND to achieve their absolute best.

The Jewish religious ethos is highly valued. Specialist teachers provide pupils with religious studies every day. Pupils enjoy discussing and reciting the texts. They learn Hebrew and Jewish history. Pupils use their faith and the religious teachings to help them to understand issues in the wider world and to reflect on them.

The personal, social, health and economic (PSHE) education curriculum supports pupils' personal development. It includes relationships education. Pupils gain the knowledge they need to live healthy lives and create positive friendships. Enrichment and community activities, trips and experiences support parts of the curriculum that promote personal development. Pupils enjoy taking on positions of responsibility. These include organising and leading school performances, volunteering in the community and organising and running fundraising activities. Pupils are proud to be members of the school choir. They relish performing at school, community and local events.

Pupils learn about equality. They learn about seven out of the nine protected characteristics. They talk about these knowledgeably and in depth. They show respect for age, disability, women's rights and ethnicity, for example. They develop empathy for others, including those who hold religious beliefs different from their own. However, pupils do not learn about the protected characteristics of gender reassignment or sexual orientation. Their learning about healthy relationships is limited. Leaders are clear about the reasons for not adhering to Department for Education (DfE) statutory guidance. They say that they do not teach pupils about these two specific protected characteristics because it would be at odds with the religious ethos and the wishes of parents.

The school provides pupils with a broad range of careers advice and guidance. Older pupils develop their understanding of business and finance. Pupils can access independent advice and guidance. They make informed choices about further education, yeshiva, apprenticeships and career options. They are well prepared for their next steps.

Staff enjoy working here. They feel that leaders are considerate of their workload and well-being. They feel that leaders listen to them. They feel appreciated and valued by the school community. Parents and pupils are overwhelmingly supportive of the school. Parents typically praise the 'happy atmosphere', 'approachability of management' and the 'amazing teachers'.

Members of the proprietor body maintain strong strategic oversight of all aspects of the school. Health and safety checks are undertaken to ensure that pupils are kept safe. The school complies with schedule 10 of the Equality Act 2010. Suitable policies and systems for the health, safety and welfare of pupils are in place. The

proprietor has not ensured that the independent school standards that relate to the teaching of protected characteristics are met.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The school has chosen not to teach pupils about the protected characteristics of sexual orientation and gender reassignment. This is contrary to DfE statutory guidance and means that the independent school standards are not met. Leaders should ensure that pupils are taught about these protected characteristics.
- Teachers do not have the depth of information they need to be able to support pupils with SEND in the best possible way. This means that some pupils with SEND may not be achieving their full potential. Leaders should ensure that staff know the most effective ways to support pupils with SEND.

### **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>	108414
<b>DfE registration number</b>	390/6002
<b>Local authority</b>	Gateshead
<b>Inspection number</b>	10286381
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	10 to 16
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	132
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Gateshead Jewish Boarding School
<b>Chair</b>	David Schleider
<b>Headteacher</b>	Rabbi Naftoli Wolinsky
<b>Annual fees (day pupils)</b>	Contribution from parents and the community
<b>Telephone number</b>	0191 477 1431
<b>Website</b>	The school does not have a website
<b>Email address</b>	admin@gjbs.gateshead.sch.uk
<b>Dates of previous inspection</b>	2 to 4 November 2021

## Information about this school

- The school's previous standard inspection took place in November 2021. The school underwent a progress monitoring inspection in November 2022.
- The school uses the services of one registered alternative provider.

## 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the headteacher, deputy headteacher, chair of the proprietor body, some curriculum leaders and teachers. Inspectors also met with a governor and some pupils.
- An inspector held a telephone discussion with a leader from the alternative provider.
- Inspectors carried out deep dives into English, information and communication technology, business studies and PSHE, which also included citizenship. Inspectors looked at curriculum plans, visited lessons, spoke to teaching staff and spoke to some pupils about their learning. Inspectors also looked at samples of pupils' work.
- An inspector scrutinised leaders' planning for the curriculum in mathematics and physics and looked at samples of pupils' work in these subjects.
- Inspectors spoke with leaders and staff about the school's approach to safeguarding pupils in school. Inspectors checked the single central record and reviewed records relating to behaviour, attendance and safeguarding. Checks were made on staff training and safeguarding procedures. Inspectors checked the implementation of risk assessment and health and safety policies, including the Regulatory Reform (Fire Safety) Order 2005.
- Inspectors considered the responses to Ofsted's surveys for parents, pupils and staff.

## **Inspection team**

Stephanie Innes-Taylor, lead inspector

His Majesty's Inspector

Katie Spurr

His 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;
  - 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)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
- 2A(1) The standard is met in this paragraph if the proprietor-
- 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) 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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