

Inspection of Keser Torah Boys' School

18-22 Gladstone Terrace, Gateshead, Tyne and Wear NE8 4EA

Inspection dates: 18 to 20 March and 25 June 2025

Overall effectiveness

Requires improvement

The quality of education

Good

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 enjoy attending this school. Joyful singing fills the air alongside purposeful reflection and learning. Pupils learn with equal determination and resilience in their Kodesh (religious) studies as they do in Chol (secular) lessons.

The school has high expectations of pupils' behaviour. Adults reward pupils with certificates for following the school's rules and routines. Pupils play cooperatively at social times, and enjoy their games of football and cricket. They contribute to the school's campaign to 'keep Keser Torah tidy' by keeping their playground free of litter.

Since the last inspection, the school has reviewed its secular curriculum. It has ensured that it is sequenced and meets the needs of the pupils. This has improved the school's ambition for pupils' achievement. Typically, pupils achieve well.

Older pupils are positive role models. The Year 6 committee relishes the annual responsibility of planning the school carnival. Members organise stalls, demonstrating independence and leadership skills. However, younger pupils have fewer opportunities for personal development than their older peers. This limits their readiness for the next stage in their education.

Pupils know how to stay safe. They understand that they should 'say no, run away, tell an adult' if they feel worried. Older pupils recognise the risks associated with technology. For instance, they know they must not share personal information online.

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

The school ensures that its curriculum builds pupils' knowledge and skills progressively from their starting points. Pupils with special educational needs and/or disabilities (SEND) receive effective support. Any additional needs that pupils may have are identified swiftly. The school is rigorous in its drive to ensure that all pupils achieve highly. The school's curriculum is ambitious. At times, however, the curriculum is not taught as effectively as it could be. This is because some staff lack the necessary subject expertise to guide pupils' learning effectively. The school does not have a coherently planned programme to develop this expertise further.

Staff use a range of effective resources and strategies to check what pupils know and remember. The school uses this information to provide catch-up sessions for pupils who have not fully understood concepts. However, a small number of pupils choose not to participate in these sessions. They, therefore, become less focused and cause low-level disruption to some lessons, which is not consistently addressed by staff. This means that some pupils lose focus on their learning.

Pupils access a broad and balanced curriculum. They deepen their learning over time. For example, the school ensures that the mathematics curriculum is designed to revisit concepts. Year 6 pupils particularly enjoy explaining how they have solved a complex mathematical problem, drawing on strategies they have learned in previous years. Pupils are confident mathematicians.

The school prioritises the teaching of reading through a carefully selected phonics programme. Pupils practise reading books that contain the sounds that they know. Adults support pupils to develop their reading skills effectively. They check the sounds that pupils know each time they read. They note sounds that pupils need to revisit and allocate extra time for rehearsal. Pupils read with increasing fluency and accuracy over time.

The school promotes positive attendance habits. Pupils strive to be on the 'roll of honour'. This rewards punctuality and regular attendance. Pupils' rates of attendance to school are high.

By contrast with other subjects, the school's programme for personal, social and health education (PSHE) is under developed. The curriculum does not set out clearly enough all of the important knowledge that pupils should learn at each stage of their development, for example, about relationships. Since the last inspection, the school has made only limited progress with its work to ensure that pupils learn about faiths and cultures other than their own. This is especially the case for younger pupils. These weaknesses hamper pupils' readiness for life in British society.

Pupils appreciate the trips and visits that the school provides, for example, to a museum or the local park. They learn more about the needs of others through fundraising activities, such as for local hospitals. However, the school provides very few opportunities for pupils to develop talents, interests or hobbies.

The proprietor has ensured that the majority of independent school standards ('the standards') are met. For example, there is a suitable space for the short-term care of sick or injured pupils. Drinking water is clearly marked as such and pupils have access to this. The school complies with schedule 10 of the Equality Act 2010. However, the proprietor has not had due regard for statutory guidance when developing the programme for PSHE and relationships education. Pupils, especially younger pupils, do not receive sufficient teaching about faiths and cultures other than their own. Some related standards are, therefore, unmet.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- In some classes, low-level disruption sometimes goes unaddressed by staff. Some pupils do not listen and behave as well as they should. This means that the learning of others is sometimes interrupted. The school should ensure that staff consistently manage low-level disruption to enable pupils to learn effectively.
- The school does not have a coherently planned programme to develop staff expertise. This means that some staff do not support pupils as effectively as they could. The school should ensure that staff have the knowledge and skills needed to support pupils effectively.
- The programmes for PSHE and relationships education are under developed. The school's schemes of work do not set out all of the important knowledge that pupils should learn, for example, about faiths and cultures other than their own. This limits pupils' readiness for the next stage in their learning. The proprietor should ensure that the content of these programmes enables pupils of all ages to develop a solid body of knowledge that prepares them effectively for life in British society.
- The school provides only limited opportunities for pupils to develop personal interests, such as talents or hobbies. This limits pupils' development beyond the academic programme. The school should support pupils' personal fulfilment by fostering a wider range of opportunities to develop skills, talents and interests beyond the academic curriculum.

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

Unique reference number	108416
DfE registration number	390/6004
Local authority	Gateshead
Inspection number	10286382
Type of school	Other independent school
School category	Independent school
Age range of pupils	5 to 11
Gender of pupils	Boys
Number of pupils on the school roll	145
Number of part-time pupils	0
Proprietor	Committee of Gateshead Jewish
Chair	Nathan Hirsch
Headteacher	Rabbi Eli Schleider
Annual fees (day pupils)	Voluntary parental contributions
Telephone number	0191 477 2154
Website	None
Email address	menahel@gjps.org.uk
Date of previous inspection	12 to 14 October 2021

Information about this school

- The school operates at 18-22 Gladstone Terrace, Gateshead, Tyne and Wear NE8 4EA
- The school has a religious ethos. The school follows the principles of the Orthodox Jewish faith. The school teaches both secular and religious curriculums.
- The school shares a site with Keser Torah Early Years provision. This provision is registered separately with the Department for Education (DfE). It was not considered as part of this inspection.
- The school is registered to admit 530 pupils.
- A governing body was established in September 2024.
- The school uses one registered alternative provision.
- The school is operating outside its registration agreement with the DfE this term as it is accommodating pupils above the registered age range.
- Some pupils work in year groups below their chronological age.

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 evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the COVID-19 pandemic with the school and have taken that into account in their evaluation of the school.
- The inspection started on 18 March 2025. Inspectors returned on 25 June 2025 to gather additional evidence in line with Ofsted inspections and visits: [Deferring, pausing and gathering additional evidence](#) policy.
- At the time of the inspection, the school had pupils from Year 2 to Year 6.
- Inspectors met with the headteacher and other leaders from the school.
- Inspectors met with the proprietor body and members of the governing body.
- Inspectors carried out deep dives in these subjects early reading, mathematics, art and design and PSHE. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Inspectors also looked at curriculum plans and spoke to leaders about some other subjects.

- To evaluate the effectiveness of safeguarding, inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector made a tour of the school premises to check their suitability against the relevant standards.
- Inspectors observed pupils' behaviour in lessons and during social times.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments. They also considered the responses to Ofsted's online survey for staff. Inspectors spoke with groups of staff and pupils to gain their views about the school.

Inspection team

Mavis Smith, lead inspector	His Majesty's Inspector
Jane Dennis	His Majesty's Inspector
Alison Stephenson	His Majesty's Inspector
Christine Durand	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;
 - 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];
- 2A(1) The standard in this paragraph is met if the proprietor-
 - 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(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.

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