School report

Inspection of Gesher School

Cannon Lane, Pinner HA5 1JF

Inspection dates:	15 to 17 July 2025

Overall effectiveness	**Outstanding**
The quality of education	**Outstanding**
Behaviour and attitudes	**Outstanding**
Personal development	**Outstanding**
Leadership and management	**Outstanding**
Overall effectiveness at previous inspection	Outstanding
Does the school meet the independent school standards?	**Yes**

What is it like to attend this school?

Pupils excel at this exceptional school. There is a sharp focus on academic rigour and the development of social, communication and life skills. The school has extremely high expectations for all pupils. This supports them to achieve well and prepares them to be able to flourish when they leave school.

Staff know each pupil extremely well. They have an in-depth understanding of how to meet pupils' varied special educational needs and/or disabilities (SEND). Carefully considered strategies are in place for each individual pupil to support them to access and engage with their learning. Kindness is central to the culture of the school. Relationships between staff and pupils are very positive. This ensures pupils are safe in school.

Pupils are friendly, polite, and caring towards each other. Their behaviour in lessons and around the school site is extremely positive. Staff work closely with pupils to support them to recognise and communicate how they are feeling. Pupils enjoy coming to school and are proud of their community.

The development of life skills is central to the ethos of the school. The highly effective 'Bridges' programme develops skills and strategies that foster pupils' independence and prepare them for adulthood.

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

The school has developed an ambitious curriculum that expertly meets the varied needs of its pupils. The curriculum is designed to build pupils' understanding progressively over time. Staff have identified the precise knowledge they want pupils to learn at each stage of the curriculum. Most subjects are taught through well-considered projects that engage and excite the pupils. These often place core knowledge and skills that pupils learn in a real-world and applicable context. Many projects include practical and performance elements that help to develop pupils' language and communication skills.

Teachers, support staff and therapists work extremely closely together as one cohesive unit. They have expert knowledge and skills to be able to support the pupils in the school. The school carefully identifies the specific needs of pupils. Staff have the expertise to make bespoke and highly effective adaptations to ensure that pupils successfully access the curriculum. They check pupils' skills, understanding and development regularly. Highly personalised extra support is put in place if any gaps in knowledge or skills are identified. This supports pupils to make extremely strong progress through the curriculum.

The school has placed a sharp focus on the teaching of early reading. Staff deliver the phonics programme skilfully and effectively. They identify any pupils who have fallen behind the pace of the programme swiftly. Extra support is put in place for these pupils to ensure they catch up quickly. This ensures that pupils become fluent

and confident readers. The school supports pupils to develop a strong passion for reading. Pupils enjoy reading a wide range of interesting and engaging texts. This ensures reading is not a barrier to the wider curriculum for pupils.

Pupils demonstrate excellent attitudes in the classroom. They are highly motivated to learn and engage in lessons enthusiastically. Pupils share and work together well, showing respect and warmth towards each other. The school has robust procedures in place to support pupils to attend school regularly. It identifies any reasons for absence and has put in place a wide range of strategies to support high levels of attendance.

The school has developed a highly effective personal development programme. Pupils learn how to stay healthy and safe, including online. Pupils develop important life skills when they gain badges for completing a range of activities through the 'Bridges' programme. They are supported to develop independence through a variety of trips. These include navigating public transport and buying groceries, then cooking a meal. Pupils develop their talents and interests during a broad range of activities, including train and sports clubs and through performance opportunities, such as 'Gesher's Got Talent.' The school provides pupils with purposeful and bespoke careers advice and guidance that helps to prepare them for adulthood. For example, pupils develop and use a range of life skills through working at the 'Gesher Café.

Leadership at all levels is exceptionally strong. Those responsible for governance understand the strengths and priorities of the school. They provide appropriate challenge and support. Leaders at all levels are extremely ambitious and have very high expectations. They share a desire to continually develop the provision they offer to ensure pupils are well prepared for the next stage of their education.

The school has ensured that all the independent school standards (the standards) are met. They have implemented a suitable accessibility plan, which complies with schedule 10 of the Equality Act 2010. The school meets all the statutory requirements of the early years foundation stage.

Safeguarding

The arrangements for safeguarding are effective.

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	144738
DfE registration number	310/6014
Local authority	Harrow
Inspection number	10391780
Type of school	Other Independent Special School
School category	Independent school
Age range of pupils	4 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	71
Number of part-time pupils	None
Proprietor	The Gesher Trust
Chair	Rama Venchard
Headteacher	Tamaryn Yartu
Annual fees (day pupils)	£39,660 to £46,410
Telephone number	0207 884 5102
Website	www.gesherschool.com
Email address	admin@gesherschool.com
Dates of previous inspection	13 to 15 September 2022

Information about this school

- Gesher School is registered for pupils aged 4 to 16. At the time of the inspection, there were too few children on roll in the early years to make an early years judgement. The school currently caters for pupils from Reception to Year 10.
- The address of the school is Cannon Lane, Pinner HA5 1JF.
- Pupils all have education, health and care plans for autism spectrum disorder and other special educational needs and/or disabilities. Pupils are placed at the school by a variety of local authorities.
- The school has a modern Orthodox Jewish religious ethos.
- The school does not use any alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

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 meets the independent school standards. These are the requirements set out in 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 pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, members of the senior leadership team and a range of staff. They also met with members of the proprietor board and trustees.
- Inspectors carried out deep dives in the following subjects: early reading, mathematics, personal, social, health and economic education and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, had discussions with pupils, and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, the 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 inspectors considered the views of parents, pupils, and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector	His Majesty's Inspector
Gary Rawlings	His Majesty's Inspector

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