

# Tashbar of Edgware

47–49 Mowbray Road, Edgware, Middlesex, HA8 7JL

**Inspection dates** 10–12 June 2014

<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

## Summary of key findings

### This school is good because

- All pupils achieve well. Staff clearly understand each pupil’s abilities and plan work which provides relevant interest and challenge.
- Pupils behave very well in lessons. This means each pupil makes good progress in their learning. Throughout the school, pupils generally behave safely and supervision levels are good.
- Teaching is good overall. Pupils enjoy lessons and there is a positive atmosphere for learning throughout the school.
- The leadership and management of the school are good. Over the last year, positive changes have strengthened and improved the senior leadership team. This has led to significant improvements in the quality of teaching.

### It is not yet outstanding because

- The current school premises do not maximise the opportunities for pupils’ learning, particularly in the Early Years Foundation Stage and in the provision of library facilities.
- Teachers do not adopt a consistent way of marking pupils’ work. Some teachers are far better at helping pupils understand how they can improve their work and gain higher marks next time.

### Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) Regulations 2012 (‘the independent school standards’) and associated requirements.

## Information about this inspection

- This inspection was carried out with no notice at the request of the Department for Education.
- The inspectors observed 11 lessons or parts of lessons, two accompanied by the associate headteacher.
- Meetings were held with the school's leaders, teaching staff and pupils. A range of documentation was examined, including policies, assessment records and curriculum plans. The inspectors heard pupils read and looked at pupils' workbooks and the work on display around the school. They observed pupils at break times and lunchtimes and during an assembly.
- The views expressed by 11 members of staff in survey questionnaires were considered.
- There were 49 responses to Ofsted's questionnaire for parents and carers. The inspectors also spoke to parents and carers in person and took account of the views of parents and carers who gave feedback by telephone.

## Inspection team

Jo Caswell, Lead inspector

Her Majesty's Inspector

Nathaniel Lieberman

Additional Inspector

## Full report

### Information about this school

- Tashbar is an independent, strictly orthodox Jewish boys' day school in Edgware, North London. It opened in September 2005 and is registered for 180 pupils from three to 11 years of age. The school moved to its current premises in the Kol Yaacov Synagogue in 2006. In 2009, it acquired some additional buildings in the former maintained primary school located next door. From July 2014, the entire school intends to move to the adjoining premises.
- Since the last inspection, the school has appointed an associate headteacher and developed a governing body.
- There are currently 178 pupils aged between three and 11 years on roll. No pupils have a statement of special educational needs. The curriculum consists of two strands: Kodesh (religious studies) in the mornings and Chol (secular studies) in the afternoons. The school aims to provide 'an education that will aid the boys to develop their knowledge and allegiance to Judaism... and equip them with the vital skills for life'.
- The school had an emergency inspection in December 2013. Regulations relating to fire safety and the suitability of the premises were not met. The school was not completing relevant records to support pupils' welfare as the attendance registers and admission record were not completed in line with requirements. Prior to this, an inspection took place in March 2009.

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

- Review the procedures for marking pupils' work to ensure all pupils continually understand how to improve their work and gain higher marks.
- Make better use of the school premises to:
  - maximise the learning opportunities for children within the Early Years Foundation Stage (Kindergarten and Reception classes), especially outside
  - extend the range of books and literature available to pupils within the school library.

## Inspection judgements

### Achievement of pupils

**Good**

- Pupils achieve well from their individual starting points. From the Early Years Foundation Stage through to the end of Key Stage 2, pupils make expected levels of progress. In some cases, pupils exceed expected levels. For example, a group of more able Year 6 pupils are currently completing work in mathematics expected of Year 7 pupils.
- Pupils make good progress in both their Kodesh and Chol studies as teachers have specialist knowledge and successfully combine the curriculum with subjects such as literacy, geography, and art and design to offer a broad range of lessons. This means pupils develop a balanced view of modern-day society and have an increasing awareness of different cultures and customs.
- Pupils read in both English and Hebrew on a daily basis. They enjoy weekly visits to the school library to select books to read at home. Consequently, across the school, pupils' reading levels are good. However, within the current school building, the library facilities are small. This means the number of books is limited. Although they cover a range of topics in fiction and non-fiction, including Jewish and non-Jewish books, pupils have limited choice. A larger library is planned in the new school building and will be available from September 2014.
- Work in pupils' books shows consistent progress over time. Most pupils take pride in their work and presentation is good. Teachers adopt different marking arrangements within the school. Where procedures are most effective, teachers mark pupils' work regularly and include constructive and helpful feedback ensuring pupils clearly understand what they need to do next time to gain higher marks and further improve their work. However, at present, not all teachers adopt this approach.
- Relevant support is in place for any pupils identified as having individual learning needs. A special educational needs coordinator works with all class teachers to ensure lesson planning takes account of each pupil's needs.
- Clear procedures for assessing pupils ensure senior leaders continually review the progress of any pupil identified as requiring additional support, including those pupils assessed as being more able. This means lessons consistently take account of different pupils' interests and abilities and work is set to challenge all pupils; for example, good extension work for the most able.

### Quality of teaching

**Good**

- The quality of teaching is good overall. Although staff have varying levels of experience and expertise, lessons are planned well and pupils remain focused and engaged. Teaching assistants are deployed effectively to ensure any pupils who may require additional help in lessons are fully supported. Numeracy is taught well throughout the school.
- When learning is highly effective, pupils remain focused and highly engaged throughout the lesson with innovative activities to keep them interested. For example, Year 6 pupils explored how variations in climate may influence holiday destination choices. Similarly, Year 2 pupils were highly engaged in a literacy lesson using persuasive language to write invitations.
- Teaching across the Early Years Foundation Stage is more variable. There is consistently good teaching in the Reception class. However, recent staff changes this term have led to slippages in the quality of teaching in the Kindergarten class while staff provide maternity cover. The current staff team is less experienced and, therefore, does not utilise every opportunity to enhance children's learning, particularly through continuous access to the outside area.
- Teachers make full use of outings, project work and visitors to the school to enhance pupils' learning and enrich the curriculum. For example, Years 1 and 2 extended their interests in science when they visited the Lookout Discovery Centre and Year 3 enjoyed a trip to the Verulamium Museum as part of topic work on Roman history. The Reception class children explored different forms of transport and experienced a bus ride and a trip on a London

underground train. During the inspection, Kindergarten children enjoyed a visit to a local fire station.

- Through the curriculum, pupils develop a clear understanding of the wider world. Good links are made across subject areas, and through the Kodesh and Chol programmes, to consolidate pupils' knowledge and understanding. For example, as part of the weekly Parshas Noach (weekly reading of a portion of the Torah), Year 1 pupils combined the Kodesh work with art and design to build a teiva of three floors, (a model of Noah's Ark), and placed rubbish, animals and people on the right floors. As part of the festival of Chanukah, all pupils went on outings to local parks and combined science activities with physical exercise.
- Parents and carers were quick to praise the work of teachers to inspectors and the impact they have on pupils' learning. Many parents and carers commented how much their children enjoy school. One parent or carer stated, 'Our son is thriving under the care and attention of the dedicated teachers.' Another parent or carer said, 'Tashbar has proven to be a caring, warm and nurturing school where the teachers clearly show a keen interest in our son's education.'

### Behaviour and safety of pupils

### Good

- The behaviour of pupils, especially those from Year 3 onwards, is particularly good and sometimes outstanding in lessons. Pupils remain highly focused and are clearly motivated to achieve well. Some minor low-level disruption in the lower school classes means behaviour is not outstanding overall. In addition, pupils do not consistently collect rubbish that has been dropped in the playground. Parents and carers confirmed that on the rare occasion unacceptable behaviour has been reported, it is dealt with promptly and effectively by senior leaders and teachers.
- Pupils have good opportunities to develop their awareness of moral issues and respect for others. They take part in many charity events and raise money for different causes. For example, as part of Camp Simcha, the pupils donated new toys to give to children suffering with cancer. The school regularly takes part in a number of fund raising events for both national and international charities. Around school, pupils develop some awareness of taking on responsibilities, although this could be further developed.
- Through curriculum topics, pupils develop a clear understanding of public institutions and global events. For example, the Reception class children recently wrote a letter to the Queen and were delighted when they received a response from the Queen's Lady-in-Waiting. Regular contact with the local Police Community Support Officer helps pupils develop a positive relationship with the police and to understand relevant behaviour codes.
- The school protects pupils well. Supervision levels are good and the school site is secure. Entry to the school building is closely monitored. This ensures only authorised adults are permitted access. All other external doors are secure. The fabric of the building is in a poor state of repair in some places, particularly in the adjoining school building. However, confirmation from structural engineers verifies the building is safe in its current state and the damage is cosmetic. In July this year, the building is scheduled for a complete redevelopment and redecoration in preparation for the whole school moving into the premises.
- Pupils confirm they feel safe at school. They have good relationships with the teachers and good communication between the Kodesh and Chol staff means any matters relating to pupils' welfare, health and safety are addressed.
- Good systems are in place to help pupils learn about safety. The fire service regularly visits to discuss the importance of fire safety and Year 4 pupils take part in a local authority endorsed road safety project. Older pupils delighted in recalling their experiences when they visited 'Hazard Alley' at the Safety Centre and how they learnt practical tips to keep themselves safe in different situations. Year 6 pupils undertake courses in street awareness and develop greater understanding of how to stay safe before their move to secondary school.

**Leadership and management****Good**

- The numbers of pupils attending the school has increased considerably since the last inspection. The headteacher has recognised the high demand for places and has strengthened his leadership of the school through the appointment of a highly experienced associate headteacher. Although the associate headteacher has only been in post since November 2013, parents, carers and staff confirmed the positive impact of his involvement and dedication towards raising standards.
- In order to further strengthen the school's senior leadership team, the headteacher has developed a governing body. The governing body is new and does not hold responsibility for monitoring the quality of teaching and pupils' learning. However, governors now take an active role in leading the school at a strategic level and overseeing staff recruitment and financial management.
- This allows more specific time for the headteacher and associate headteacher to focus directly on staff development and quality assuring the effective delivery of the curriculum. This has resulted in improvements being made in the quality of teaching and the rigour of assessment. Teachers have access to on-going professional development opportunities and good teaching is consistently recognised and developed through staff meetings and training. Additional support is also now provided by the associate headteacher for the training and development of unqualified staff.
- All aspects of the teaching programme are regularly reported back to governors and a designated staff governor has been appointed to assist in the recruitment and development of staff. However, as the governing body is still new these procedures are still in the early stages.
- The headteacher and associate headteacher successfully combine their knowledge and expertise as respective leaders of the Kodesh and Chol programmes of work. This means the quality and effectiveness of both teaching programmes are continually reviewed and improved and both play a positive part in supporting pupils' literacy and numeracy skills.
- Senior leaders meet regularly to monitor pupils' progress and evaluate information gathered through assessment. Data are used well to measure the rates of pupils' progress against national assessment indicators. This ensures that the individual needs of all pupils are consistently met and all pupils, irrespective of their starting points and differing abilities, achieve equally.
- Safeguarding arrangements are given high priority and relevant systems are in place to ensure all staff working with children are suitable to do so.
- All regulations and areas for development have been addressed since the last inspection.
- Parents and carers confirmed to inspectors that they were happy with the school. The vast majority confirmed they would recommend the school to others. Some parents and carers used words such as 'amazing' and 'brilliant' to describe their views of the school.

## What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.ofsted.gov.uk/resources/140053](http://www.ofsted.gov.uk/resources/140053).

## School details

<b>Unique reference number</b>	130826
<b>Inspection number</b>	443504
<b>DfE registration number</b>	302/6081

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.

<b>Type of school</b>	Primary
<b>School status</b>	Independent
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Boys
<b>Number of pupils on the school roll</b>	178
<b>Number of part time pupils</b>	0
<b>Chair</b>	Mr Y Goldstein
<b>Headteacher</b>	Rabbi N Yaffe
<b>Associate Headteacher</b>	Mr A Wolfson
<b>Date of previous school inspection</b>	17 March 2009
<b>Annual fees (day pupils)</b>	£3,120
<b>Telephone number</b>	020 8958 5162
<b>Fax number</b>	020 8958 5162
<b>Email address</b>	secretary@tashbar.co.uk

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