

# Tashbar of Edgware

Independent School

Inspection Report

DCSF Registration Number	302/6081
Unique Reference Number	130826
Inspection number	333839
Inspection dates	17 March 2009
Reporting inspector	Jill Bainton

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

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## Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

This was a light touch inspection (LTI) which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

## Information about the school

Tashbar of Edgware is an independent Ultra Orthodox Jewish boys' school which opened in September 2005; it moved to the present premises in the Kol Yaacov Synagogue in 2006. There are currently 49 boys aged between 3 and 9 years on roll. 23 boys are funded by a nursery grant. The curriculum is based on religious studies, the Limmudei Kodesh, in the morning and secular studies, the Limmudei Chol, in the afternoons. Each part of the curriculum is taught by a different teacher. The school is aiming to increase numbers by taking a new nursery intake each year.

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'*.

## Evaluation of the school

Tashbar of Edgware is successful in its aims. The boys' work ethic is strong and they are a credit to themselves, their teachers and parents. The standard of education and welfare is good. As a result of good teaching and learning, supported by appropriate Kodesh and Chol curricula the boys make good progress. The spiritual, moral, social and cultural development of the boys is outstanding. The school has made good progress in meeting the regulations not met at the last inspection and now meets all the regulations.

## Quality of education

The curriculum is good with many outstanding features in the Kodesh curriculum and it meets the needs of all the boys. It is appropriately planned and organised in two distinct parts. Mornings are devoted to the religious curriculum (*Limmudei Kodesh*) and afternoons are devoted to the secular curriculum (*Limmudei Chol*). The Chol curriculum is based on Curriculum Guidance for the Early Years Foundation Stage for the younger boys and the National Curriculum Key Stages for the older ones. The Early Years Foundation Stage is used effectively by the staff to plan sessions for the whole day with the Kodesh studies carefully integrated into their planning. During the afternoon mathematics, literacy, science, geography, history, art and design and physical education are taught. Technology is introduced through the use of digital

cameras, programmable toys and art and design projects. The school plans to introduce formal information and communication technology as it expands next year to include Year 4 boys. Each subject receives an appropriate amount of time considering the constraints due to the Kodesh study during the morning.

The Kodesh curriculum is broad and balanced and ensures that pupils gain the necessary skills upon which to build as they progress in their Jewish religious education and future lives as observant Jews. The focus of the Kodesh curriculum is on the study of the Bible, Talmud and Codes of Law. Pupils quickly gain the skills to read, translate and comprehend the sacred texts. The majority of pupils achieve high standards in all areas of their Jewish Studies. More able pupils are set challenging work appropriate to their needs and very good support is provided to pupils with learning difficulties. In keeping with usual practice in orthodox Jewish schools, a number of Chol subjects are taught through the Kodesh curriculum. These include history and aspects of personal, social, health and citizenship education. The school is committed to the integration of the Kodesh and secular curricula and there are some excellent examples, including the Shemitah (Sabbatical Year) Project linking with history, geography, art & design and literacy, and an annual visit to a matzah baking factory.

Both curricula are enhanced with some very good extra-curricular activities. These include a weekly woodwork class where pupils make religious artefacts, visits outside school which have recently included the Museum of Childhood, a project entitled 'Mashiv Horuach' which focuses on nature and agriculture, and a club that meets on the Sabbath for the purpose of reciting the Book of Psalms. Pupils from other Jewish schools are invited to this activity.

Overall, the quality of teaching and assessment is good and as a result the boys make good progress. The lessons are well planned and supported by a range of resources which are generally used well. The relationship between teachers and boys is very positive. The boys respond to their teachers' high expectations, particularly with regard to *middos* (good character traits including behaviour and courtesy). They display respect towards their teachers and visitors; for example, they instinctively stand up when an adult enters their classroom. All Kodesh teachers are extremely secure in their subject knowledge and are very successful in imbuing pupils with a love of Judaism. They present themselves as excellent role models to the boys as do all the staff. The boys respond by trying hard with their work, concentrating and acquiring new skills, knowledge and understanding. Good questioning techniques are employed by most teachers which encourage the boys to think for themselves. Those boys who need extra help are usually well supported. In the weaker teaching, worksheets are not always appropriate and the subject matter is not always matched to all the boys' abilities.

Assessment takes place regularly throughout the school in accordance with the school's written procedures. Since the last inspection the school has set up new systems for the monitoring of teaching and learning and careful tracking of the boys' progress and this has proved effective in raising standards. The parents are kept well informed through regular meetings and reports. The reports on the secular

curriculum, although giving a clear picture of the progress of each boy, do not include sufficient detail about what he has learnt and what he needs to do next to improve.

Parents are very positive in support of the school and its provision, making comments such as *'there is a very positive atmosphere that is really conducive to learning...my son loves to go to school.'*

## Spiritual, moral, social and cultural development of the pupils

There is a friendly welcoming atmosphere at Tashbar of Edgware and the spiritual, moral, social and cultural development of the boys is outstanding. They are given clear spiritual guidance through their religious studies. The boys understand the difference between right and wrong, follow the simple rules and move around the school without fuss. The older boys are encouraged to take a lead in helping the younger boys and they all play well together at playtimes. The staff are very positive role models and there is an atmosphere of mutual respect between staff and boys. Through their curriculum studies the boys gain an understanding of British culture and institutions. They are made aware of other cultures and an atmosphere of respect for all is fostered, as the Kodesh education encourages the boys to be tolerant of all people both within and outside their community. The school believes that this is the bedrock of all learning at Tashbar. Part of the school's aim is to provide the boys with the necessary tools to become law-abiding, moral and well-rounded citizens as they grow up and it does this successfully. Behaviour is good. The boys are well motivated, have very positive attitudes and take pride in their work. This is achieved by capturing their interest during lessons, supporting them in their learning and giving generous praise. The boys learn to understand the importance Judaism attaches to respecting the law of the land and being law-abiding citizens. They contribute to the local and wider Jewish community in a variety of ways. They raise funds for charity and the school choir entertains the residents at local homes for the aged.

## Safeguarding pupils' welfare, health and safety

The school has made good provision to safeguard the welfare, health and safety of the boys and they are well cared for. All staff are checked for their suitability to work with children and the information is held on a single central register. The member of staff responsible for safeguarding has received up to date training and trained the rest of the staff. The school has devised and implemented a wide range of policies which include anti-bullying, health and safety on visits outside school and behaviour. The school is vigilant about welfare and safety and has good systems for monitoring fire safety, first aid and the general welfare of the boys. The boys are encouraged to eat healthily and take regular exercise. Their attendance is very good and their economic well being is fostered well. The school has now devised a three year accessibility policy to fulfil its duties under the Disability Discrimination Act.

## Effectiveness of the Early Years Foundation Stage

The school is effective in meeting the needs of children in the Early Years Foundation Stage. The children are actively engaged in learning through play during a well planned day. Staff take the opportunity to extend the children's learning through discussion and interacting when they feel it is appropriate. The children are encouraged to become active learners, to work independently and they achieve well. The children's behaviour is good. They are keen to take part in the playground activities, mix well together and make friends. They help to tidy the classroom and are growing in independence. The children have good opportunities to choose their own activities from the well planned range using good quality resources. Most children make good progress in relation to their starting point. Due to the constraints on outdoor space the children's outdoor activities can clash with playtime for the rest of the school, this is not due to lack of organisation but space restrictions. The staff are good at continually assessing the progress of the children and using this information in the planning of their next sessions. The children are well cared for and parents confirm this. They feel that they are kept well informed both through organised meetings and daily contact with staff. The Early Years Foundation Stage is well led and managed. Those staff in charge are focused on helping all children to make good progress in their learning and development and promote their welfare effectively.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

## What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- include more detail in the secular subject reports about what the boys have learnt and what they could do next to improve
- consider fencing an area for use by the children in the Early Years Foundation Stage for outdoor activities.

## Inspection Judgement Recording Form

outstanding	Good	satisfactory	inadequate
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### The quality of education

Overall quality of education		✓		
How well the curriculum and other activities meet the range of needs and interests of pupils		✓		
How effective teaching and assessment are in meeting the full range of pupils' needs		✓		
How well pupils make progress in their learning		✓		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	✓			
The behaviour of pupils		✓		

### Welfare, health and safety of pupils

The overall welfare, health and safety of pupils		✓		
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### The quality of the Early Years Foundation Stage provision

How effectively are children in the Early Years Foundation Stage helped to learn and develop?		✓		
How well do children achieve in the Early Years Foundation Stage relative to their starting points and capabilities?		✓		
How good are the personal development and well-being of children in the Early Years Foundation Stage?		✓		
What is the quality of welfare, health and safety of children in the Early Years Foundation Stage?		✓		
How effectively is the provision in the Early Years Foundation Stage led and managed?		✓		
What is the overall effectiveness of the Early Years Foundation Stage including, where relevant, the quality of childcare?		✓		

## School details

Name of school	Tashbar of Edgware
DCSF number	302/6081
Unique reference number	130826
Type of school	Jewish Primary
Status	Independent
Date school opened	2006
Age range of pupils	3–11
Gender of pupils	Boys
Number on roll	Total: 49
Annual fees	£ 2,600
Address of school	Kol Yaacov Synagogue 47-49 Mowbray Road Edgware Middlesex HA8 8JL
Telephone number	0208 958 5162
Fax number	0208 958 5162
Email address	<a href="mailto:secretary@tashbar.co.uk">secretary@tashbar.co.uk</a>
Headteacher	Mr N Jaffe
Proprietor	Tashbar of Edgware
Reporting inspector	Jill Bainton
Date of inspection	17 March 2009