

King David Primary School, Manchester

Inspection report

LA	Manchester
Inspected under the auspices of	Pikuach
Inspection dates	20 – 21 February 2012
Reporting inspector	Rev Michael Binstock MBE

This inspection of the school was carried out under section 48 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3 - 11
Gender of pupils	Mixed
Number on roll	
School (total)	421
Appropriate authority	The governing body
Chair	Mr Stephen Verber
Headteacher	Mrs Myra Macklin
Date of previous school inspection	17 – 18 January 2007
School address	Wilton Polygon Bury Old Road Manchester M8 5DJ
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Introduction

This inspection was carried out by two Pikuach inspectors and took place subsequent to the Section 5 Ofsted inspection. The inspectors visited nine lessons covering all year groups. They also observed two assemblies which included *Tefillah* (collective worship) and various classes reciting *Birkat Hamazon* (Grace after meals). They held meetings with the headteacher, the head of Jewish Studies, governors, staff and pupils. In addition, they scrutinised the school's documentation and samples of pupils' written work, and analysed 136 questionnaire responses from parents and carers, as well as those from Key Stage 2 pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the quality of leadership and management
- the quality of the curriculum
- the quality of learning, teaching and assessment
- the quality of provision and outcomes for all groups of pupils
- the impact of the school's actions to bring about improvement

Information about the school

King David Primary School is a two-form entry voluntary aided primary school for boys and girls aged 3 – 11, with three forms in Year 6. The school has a modern Zionist orthodox ethos. It is part of the King David Campus in the Cheetham Hill area of Manchester and was amalgamated into a primary school in September 2010 from the former infant and junior schools that had operated separately on the King David campus for many years. The current head of Jewish Studies was appointed at the time of the merger having served in that role at the former King David Junior School for over ten years. The school serves Jewish families from a broad spectrum of Jewish knowledge and observance although the majority of pupils come from non-observant homes. There are currently 421 pupils on roll with a fairly equal balance of boys and girls. Most pupils are from the surrounding areas of Prestwich, Whitefield, Salford and Bury.

Less than 2% of pupils speak English as an additional language (EAL) and support is given to the minority who are unable to read and write fluently in English. At the end of Key Stage 2, the majority of pupils transfer to King David High School.

Inspection judgements

Grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Overall effectiveness

2

Capacity for sustained improvement

1

Main findings

- The quality of Jewish education at King David Primary School is good overall and there are some outstanding features. The school achieves its aims of giving pupils the skills, knowledge and understanding needed to lead a full Jewish life by providing a rich and relevant Jewish education through which children will gain a commitment to Torah values, a strong Jewish identity and a positive attitude towards Israel.
- Attention has been given to all key issues identified in the Pikuach reports of the former King David Junior School in January 2007 and the King David Infant School in March 2007. Much progress has been made in all areas with some weaknesses now fully addressed.
- Pupils' achievement in Jewish Studies is good overall in most areas of the curriculum and in line with the school's expectations.
- The Jewish Studies teachers work very hard and display enormous commitment and dedication. Most lessons observed were judged to be outstanding.
- The quality of the curriculum is outstanding and appropriately meets the needs of the pupils.
- Pupils' spiritual, moral, social and cultural development is outstanding. It is evident from lesson observations and discussions with pupils that they have very positive feelings towards the school and their outstanding behaviour does them credit.
- The overwhelming majority of parents are very supportive of the Jewish Studies provision at the school.

What does the school need to do to improve further?

- Produce a written document that sets out the school's policy on the integration of the Jewish Studies and secular curricula giving details of subject areas and schemes of work.
- Further develop the accuracy and fluency in Hebrew reading for pupils in Key Stage 2.
- Further develop the quality of teaching and learning of Jewish laws and customs in the Early Years Foundation Stage.

Outcomes for individuals and groups of pupils

2

The standards achieved by pupils including those with learning difficulties or other special needs and disabilities are mostly good and in some cases, outstanding. This was confirmed by observation of lessons in every year group and testing of a representative sample of pupils from Years 3 and 6. The overall standard of Hebrew reading is good and some pupils are able to read unseen texts with confidence and a high level of accuracy. The school is making specific provision for those who need to improve the fluency of Hebrew reading and clear progress is being made. Most pupils in Key Stage 2 demonstrated well developed skills in writing Hebrew script.

The testing of pupils revealed that standards of general Jewish Knowledge in the main school including *berachot* (blessings) for food, laws and customs of the *chagim* (festivals) and *parashat hashavua* (weekly Torah portion) are mostly good and in line with the school's expectations. The head of Jewish Studies has identified the need to further develop the quality of teaching and learning of Jewish laws and customs in the Early Years Foundation Stage. The teaching of *Ivrit* (Modern Hebrew) takes place in years 5 and 6 and includes reinforcement of reading and writing skills, with the result that pupils' speaking skills in *Ivrit* are less well developed.

Pupils expressed pride in their school and are extremely happy to be there. They demonstrated great enthusiasm when asked to describe life at their school. Positive comments such as 'everyone is so friendly' and 'all the Jewish Studies teachers try to make the lessons fun and give us interesting things to do' were made to the inspectors. A Year 4 pupil said, 'I like school because teachers take care of us'. During lessons, they are extremely keen to participate and volunteer information.

Pupils feel safe in school and know that they can speak to their teachers if they have a problem. They are encouraged to take responsibility, for example by serving on the School Council. Two Year 6 pupils proudly referred to the value of the council in securing benefits for all pupils such as the new climbing frames in the playground. They raise *tzedakah* (charity) that benefits worthy causes, both Jewish and non-Jewish, for example, Magen David Adom and Cancer Care.

Pupils' spiritual, moral, social and cultural development is outstanding. There is a spiritual atmosphere that is apparent when one enters the school building. It begins with the sight of many beautiful displays in corridors and classrooms including those of children's work related to their Jewish Studies. The school fulfils its statutory requirement of providing a daily act of collective worship and *Tefillah* is taken seriously and conducted with devotion and enthusiasm. Pupils are articulate and vocal about their love of their Jewish Studies lessons and their teachers. They are aware of what is right and wrong and the importance of showing respect to people of all faiths and cultures. They were frequently observed acting with kindness towards each other. Inspectors were impressed by the excellent behaviour of pupils in their lessons, during *Tefillah* and as they move around the school. In all discussions with pupils, they were always polite, friendly and sociable.

There is an atmosphere of community and the pride in the school shown by children, staff and governors is to the credit of all concerned.

These are the grades for pupils' outcomes

Pupils' attainment	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with learning difficulties and/or disabilities and their progress	2
How well do pupils achieve over time and enjoy their learning?	2
To what extent do pupils contribute to the school and wider community?	1
How well do pupils develop workplace and Jewish life skills that will contribute to their future economic well-being, where appropriate	1
The extent of pupils' spiritual, moral, social and cultural development, including collective worship and behavior	1

How effective is the provision?

The quality of teaching is good overall and the majority of lessons observed were judged as outstanding. In the best lessons seen, the pace is good and pupils are actively engaged in work that is appropriate and stimulating. Teachers apply a variety of strategies to keep pupils on task and they use the interactive white boards effectively. They are meticulous in their lesson planning and as a result of accurate assessments, there is suitable challenge to meet the needs of all pupils and ensure that good to outstanding progress is made. The quality of marking pupils' work has improved and helpful and informative comments giving pupils specific targets were noted. However, teachers do not always correct spelling errors and some pupils present their work in an untidy manner.

A particular feature is the excellent relationship between teachers and pupils. All teachers are outstanding role models for pupils to emulate. They are polite and respectful to each other and to their pupils, and thank each other meaningfully.

Planning for all groups of pupils has greatly improved since the previous inspection reports. Pupils are assessed for ability in Jewish Studies and are taught in four ability groups per year in Key Stage 1 and three ability groups per year in Key Stage 2. The head of Jewish Studies also assesses every child and this contributes to knowledge and understanding of individuals as well as the overall standards and needs of the school. There is quite a high proportion of pupils on the Jewish Studies SEND (Special Educational Needs and Disabilities) register with fifty pupils recognised as having a level of need. The Jewish Studies teachers benefit from continuing professional development on specific topics such as differentiated teaching, autism and other aspects of SEND plus provision for pupils who are gifted and talented.

Good planning was seen for pupils with SEND and for those who are more able or gifted and talented. Pupils with SEND have individual educational plans and these are regularly reviewed. The SENCO (Special Educational Needs Co-ordinator) and staff

regularly discuss strategies to support pupils, and teachers demonstrate a clear understanding of their pupils’ needs. Much of the work provided is differentiated to meet varied needs and there is often appropriate extension work for high achievers. The Akiva group caters for more able children and outstanding practice was seen in enthusing and extending these pupils.

The Jewish Studies provision for children in the Early Years Foundation Stage is mostly good. Lessons and *Tefillah* are well planned and designed to ensure children learn well and gain an understanding and love of Judaism. Most of the excellent resources have been produced by staff and contribute to the children’s enjoyment and progress. The Jewish Studies and secular curricula are well integrated thus enhancing both strands whilst retaining a particularly Jewish element. *Tefillah* is undertaken with care and children *daven* with feeling and spirituality which is commendable at their young age.

The individual needs of children in the Early Years Foundation Stage are clearly recognised and appropriate planning is in place to meet their needs. There is specifically targeted provision, for example, for a child who is autistic and another who has a hearing impairment. Children with SEND are fully included in all activities whilst sensitivity is shown for the adjustments that may need to be made in order for inclusion to be successful.

The quality of the Jewish Studies curriculum is outstanding and meets the needs of all pupils. Further improvement has taken place since the previous inspections, thereby building on the excellent quality that was noted in the Pikuach inspection reports dated 2007 of the former infant and junior schools. The curriculum is broad and balanced and is enhanced by material produced by various outside agencies including JCP (Jewish Curriculum Partnership) for the teaching of *Chumash* and *Parashat Hashavua* (weekly Torah portion), and The Aleph Champion Reading Programme for Early Years Foundation Stage and Key Stage 1 pupils. There are various extra-curricular activities including a school choir, Israeli dancing and a weekly discussion group for pupils in years 5 and 6 when a visiting rabbi attends.

Integration of the Jewish Studies with the National Curriculum takes place and this was observed in a number of classes. For example, in a Year 3 lesson about *Hakarot Hatov* (gratitude), an appropriate poem taken from the English curriculum was read by pupils as an introduction to this topic and this generated a discussion about people to whom we owe a debt of gratitude. However, the school would benefit from a more formal approach to integration by producing a document that provides all teachers at the school with clear details of specific subject areas and appropriate schemes of work.

These are the grades for the quality of provision

The quality of teaching	2
The use of assessment to support learning	1
The extent to which the curriculum meets pupils’ needs, including, where relevant, through partnerships	1

How effective are leadership and management?

The head of Jewish Studies is to be commended for successfully developing the Jewish Studies department to its present high standard since the merger of the former King David Infants and Junior Schools in September 2010. The positive support given by the headteacher, governors and Jewish Studies staff has ensured that the school has not only sustained but, in some significant areas, further enhanced the many strengths highlighted in previous Pikuach inspection reports. The Jewish Studies teachers agree that the department is well led and they feel that they are valued and fully supported in their work. They are regularly monitored and evaluated, and they are provided with opportunities to develop professionally. They in turn work with total dedication and enthusiasm. The head of Jewish Studies is a member of the senior management team and there is tremendous *achdut* (unity) in the school as a whole. The Jewish Studies and secular teachers work well together and are fully supportive of each other. Together, they have a clear vision of what they want pupils to achieve and a strong commitment to ensuring improvement.

The governing body makes a highly significant contribution to the work and direction of the school. It provides a high level of support as well as challenge and insight to hold the school to account. Discussions with governors reveal that they have a clear grasp of the school’s strengths and weaknesses and what needs to be done to take the school to the next level.

The school enjoys effective partnerships with other organisations which add to the quality of pupils’ Jewish learning and do much to enhance their personal development. Examples include family education programmes organised by SEED, matzah baking at Lubavitch and Israeli clubs run by UJIA and FZY. Links with Jewish and non-Jewish schools are examples of how the school effectively promotes community cohesion.

These are the grades for leadership and management

The effectiveness of leadership and management in communicating ambition and driving improvement	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school’s engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Views of parents and carers

Pikuach invited all the registered parents and carers of pupils registered at King David Primary School to complete a questionnaire about their views of the school. If a parent has more than one child at the school, we ask them to record an answer against all the questions, for each of their children.

The inspectors received 136 completed questionnaires. In total, there are 300 families registered at the school.

	Always	Most of the time	Occasionally	Never
Overall, I am happy with my child's experience at this school	74%	16%	10%	-

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs. In 2007-8, 15% of schools were judged to be outstanding.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well. In 2007-8, 49% of schools were judged good.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils. In 2007-8, 32% of schools were judged satisfactory.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Pikuach inspectors will make further visits until it improves. In 2007-8, 5% of schools were judged inadequate.

Common terminology used by inspectors

- Attainment:** the standard of the pupils' knowledge, understanding and skills at any given point in time.
- Progress:** the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
- Achievement:** the progress and success of a pupil in their learning, training or development. This may refer to the acquisition of skills, knowledge, understanding or desired attributes. Attributes include qualities or personal competencies which are important to the development of the pupil; for example personal, social, cultural, emotional or health.
- Capacity to improve:** the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
- Leadership and management:** the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.