

King David Primary School

Inspection report

Unique Reference Number	135993
Local authority	Manchester
Inspection number	382002
Inspection dates	24–25 January 2012
Lead inspector	Melvyn Hemmings

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	422
Appropriate authority	The governing body
Chair	Stephen Verber
Headteacher	Myra Macklin
Date of previous school inspection	Not applicable
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Introduction

Inspection team

Melvyn Hemmings
Anthony Buckley
Louise Murphy

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 22 lessons taught by 17 teachers. They held discussions with the Chair and vice-chair of the Governing Body, staff and groups of pupils. Inspectors took account of the response to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work, and looked at school documentation, including that relating to safeguarding, records of meetings of the governing body, assessment information and curriculum planning. Work in pupils' books and displays around the school were examined. Questionnaires from staff, pupils and from 104 parents and carers were scrutinised.

Information about the school

King David is larger than the average primary school. It was amalgamated into a primary school from separate infant and junior schools in September 2010. It shares a building with the King David High School. The proportion of pupils known to be eligible for free school meals is below average, as is the proportion of pupils with special educational needs and disabled pupils. Approximately a quarter of curriculum time is given over to Jewish Studies. Almost all pupils are of White British heritage. The school has gained a variety of awards, including Activemark, and has Healthy Schools status. The school exceeds the current government floor standard, which sets minimum expectations for attainment and progress.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key Findings

- King David is a good school. It provides a welcoming and friendly environment in which to learn.
- Pupils' achievement is good. They make good progress and attain standards that are high in English and mathematics by the end of Year 6. The numbers reaching the higher level in mathematics and reading are exceptional. Performance in writing is not as strong. This stems from too few opportunities for pupils to practise and refine their skills by writing imaginatively across the curriculum.
- Teaching is good with examples of outstanding practice, particularly in Years 5 and 6. Teachers have secure subject knowledge and this enables them to explain new ideas clearly and confidently. They use marking and discussion well to show pupils what they need to do to improve. There are times when the tasks provided for pupils lack sufficient challenge, especially in writing, and this slows their progress. In some lessons, there is too much teacher direction and this limits pupils' development as independent learners.
- Pupils are well behaved, polite and considerate to others. Their attendance is high and they are punctual in arriving at school. Pupils have positive attitudes to learning and work well together in pairs and small groups to complete tasks. They have a good understanding of how to stay safe. Pupils act responsibly in classrooms and around school.
- The headteacher's strong sense of purpose has been central to the school's success since the merger. Her ambitious vision for the school is shared by the governing body and staff, and morale is high. Leaders have started to share the outstanding practice of some teachers with other staff to advance their skills but this is not done systematically. The curriculum is broad and balanced and provides a variety of well-planned and interesting activities.

What does the school need to do to improve further?

- Improve further the quality of teaching by:
 - ensuring all teachers consistently provide pupils of different abilities with sufficiently challenging activities
 - increasing the opportunities for pupils to develop their independent learning skills
 - sharing the practice of those teachers who consistently deliver outstanding lessons among all teaching staff.
- Provide sufficient opportunities for pupils to write creatively in subjects other than English in order to practise and refine their writing skills.

Main Report

Achievement of pupils

Pupils achieve well from their skill level on entering the school, which is generally typical. In the Early Years Foundation Stage, children make good progress within a caring and stimulating setting. Adults work well together to plan activities that are practical and engaging. The good balance between activities that are led by adults and those initiated by children makes a positive contribution to their development as independent learners. Good emphasis is placed on teaching children how to link letters and sounds. This was evident in a session in the Nursery in which they were learning to identify and sound out words beginning with 't' and 's', such as 'sun' and 'teeth'. Such activities contribute positively to their achievement in reading and writing.

Pupils continue to make good progress through Key Stage 1 and lower Key Stage 2. Progress accelerates in Years 5 and 6 due to consistently outstanding teaching. As a result, pupils attain high standards in English and mathematics by the end of Year 6. Attainment in reading at the end of Key Stage 1 and Key Stage 2 is high because of the strong emphasis placed on developing this aspect of pupils' learning. In the classroom, they show great enjoyment in their reading and talk enthusiastically about their favourite books and authors. Pupils have excellent oral communication skills, being able to express their ideas and thoughts very clearly and confidently. Pupils' writing shows accurate use of correct grammar, punctuation and spelling. Achievement, particularly at the higher level, is limited by a lack of opportunity for pupils to write imaginatively in a variety of styles, including narrative, poetry and instructional writing across the curriculum. Pupils have excellent mathematical calculation skills, including quick mental recall, and use these proficiently to solve a wide range of real-life number problems.

Pupils with special educational needs and disabled pupils make the same good progress as others because of the well-targeted support they receive. There is no significant difference between the achievement and the quality of learning of different groups. In their questionnaires, almost all parents and carers agreed that their children were making good progress at the school. This is an accurate view.

Quality of teaching

Teachers plan their lessons well to build upon previous learning. This enables pupils to use their existing knowledge and understanding to support their current learning. Teachers use questioning well to challenge pupils' thinking and develop their learning. They set targets for improvement for different groups and use marking and discussion well to guide them to successfully reaching them. Teachers usually match activities well to the needs of different groups, but not always. There are times when activities are too easy or too hard for pupils and this slows their progress. In the Early Years Foundation Stage, role play is used effectively to develop children's language and communication skills. This was observed in Reception, in the area set up as a Chinese Restaurant, when children were ordering and serving make-believe food.

In the best lessons, pupils make rapid progress because imaginative teaching generates high levels of enthusiasm and ensures that pupils' individual needs are met exceptionally well. This was exemplified in a lesson for pupils in Year 6 in which they were writing a passage from 'David Copperfield' from a different viewpoint. At times, however, there is too much direction from teachers and an overuse of worksheets as a means of pupils recording their ideas and findings. This limits pupils in exploring ideas for themselves and in developing their creative writing skills. Teaching assistants make a valuable contribution to the progress that pupils make, particularly for pupils with special educational needs and disabled pupils.

Teaching makes a positive contribution to pupils' spiritual, moral, social and cultural development. This is shown in the high expectations of pupils' behaviour, ensuring they have a thorough understanding of right and wrong. Pupils' social development is effectively fostered by the opportunities to be involved in paired and small group activities. The curriculum is planned well to develop pupils' numeracy skills in subjects other than mathematics. It is not as effective in developing pupils' imaginative writing skills. The vast majority of parents and carers feel that their children are taught well at school. This is an accurate view.

Behaviour and safety of pupils

Almost all pupils, parents and carers say that behaviour is good and has been over time. Observations in lessons and around school confirm that behaviour is good. Pupils are respectful and courteous to staff and each other. They are appreciative of the views of others even when different to their own. Pupils enthusiastically take on responsibilities, such as being a school councillor, prefect or eco warden. In so doing, they make a valuable contribution to the life of the school. Pupils show much interest and enthusiasm in their work. They carry out their activities diligently and persevere when faced with difficulty. Pupils' positive attitudes and the way they act responsibly in lessons mean that disruption to learning is rare.

A few parents and carers did not agree that the school deals with any cases of bullying effectively. These views were explored by inspectors. During the inspection, no instances of bullying were observed. Pupils have a thorough understanding of the different kinds of bullying and say that any such behaviour is rare. If it happens, they say that staff deal with it promptly and effectively.

Almost all parents and carers agreed that the school keeps their children safe. One comment was typical, 'I am very happy with the school. It provides a safe environment, where children are happy and make good progress.' Different groups of pupils say they feel safe in school at all times. Pupils have a good understanding of what might constitute an unsafe situation and have an accurate outlook on their own safety and that of others. They are confident that any issues they raise will be dealt with promptly and effectively by the school. Pupils' high attendance and punctuality contribute significantly to their good achievement. It also reflects their enjoyment of coming to school.

Leadership and management

Senior leaders have worked well as a team to ensure the success of the merger. They provide clear educational direction and motivate staff so they have high expectations of pupils. A particular success has been the establishment of the Early Years Foundation Stage, now incorporating a Nursery class, as a cohesive unit. Provision has improved rapidly during the year through enhanced resourcing and the effective professional development of staff. Leadership responsibilities have been further delegated by the creation of subject leadership teams. This has proved successful in involving more staff in having responsibility for promoting school improvement. Teaching is monitored and evaluated robustly to identify strengths and weaknesses. Outstanding practice has been identified but not yet shared systematically to promote further improvement in teaching. Self-evaluation is accurate and gives a clear picture of the school's strengths and weaknesses. The information gained is used effectively to prioritise and plan for further development. The school's track record since the merger shows the capacity for further improvement is good.

Governance is good. The governing body is proactive and influential in shaping the direction of the school. Leaders and the governing body make sure that safeguarding arrangements are comprehensive and ensure the safety and well-being of pupils and staff. The training of staff in safeguarding, particularly child protection, is of good quality. The promotion of equality of opportunity and the tackling of discrimination is good. As a result, pupils' outcomes are positive and any unevenness between different groups is minimal. Partnership with others, including the high school, contributes effectively to pupils' good achievement and progress, particularly in music and sport.

The curriculum is good. It is planned well to meet the needs of different groups of pupils and to ensure that spiritual, moral, social and cultural development is good. As a result, pupils have a clear understanding of the personal qualities necessary for living and working together. Pupils' social development is effectively promoted through a wide range of enrichment activities. These include extra-curricular clubs and visits to places of educational interest, such as to Manchester Art Gallery. Jewish studies have a secular slant and contribute to a broad and balanced curriculum. Engagement with parents and carers is good and ensures they are effectively involved in their children's learning and the work of the school.

Glossary

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.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



26 January 2012

Dear Pupils

Inspection of King David Primary School, Greater Manchester , M8 5DJ

Thank you for the friendly welcome you gave the team when we inspected your school. We enjoyed meeting you and seeing the many interesting things you do.

The inspectors judge that yours is a good school and that:

- you make good progress and attain high standards, particularly in reading and mathematics
- your behaviour is good and you are enthusiastic about learning
- adults are interested in your views and you feel safe in school, as you indicated in your questionnaires
- you enjoy school, as is shown by your high attendance and punctuality
- the curriculum is enriched by a variety of extra-curricular activities and educational visits, such as to the Manchester Art Gallery
- staff and governors are working hard to help you do even better.

What we have asked your school to do now is to:

- increase the opportunities for you to write imaginatively across the curriculum and to find things out for yourselves
- make sure all teachers consistently give you activities that makes you think hard
- share the examples of outstanding teaching among all staff to improve their own expertise.

All of you are a credit to your school and can help it improve further by continuing to try your best in your activities.

Yours sincerely

Melvyn Hemmings
Lead inspector

