

The King David High School

Inspection report

Unique Reference Number	105583
Local Authority	Manchester
Inspection number	363699
Inspection dates	2–3 February 2011
Reporting inspector	Bernard Campbell HMI

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

Type of school	Secondary
School category	Voluntary aided
Age range of pupils	11–18
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	821
Of which, number on roll in the sixth form	228
Appropriate authority	The governing body
Chair	Mr J Rowe
Headteacher	Mr B Levy
Date of previous school inspection	31 October 2007
School address	Eaton Road Crumpsall Manchester M8 5DY
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and four additional inspectors. The inspectors observed teaching and learning in 29 lessons taught by 28 teachers, and held meetings with governors, staff, and groups of students. They observed the school's work, and looked at school improvement plans, monitoring records and safeguarding documentation. They also took account of questionnaires from 87 parents and carers, 59 students and 31 staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether achievement is outstanding.
- The strengths and weaknesses of teaching and assessment.
- The distinctive features of the curriculum and care, guidance and support.
- The impact of leaders at all levels in using self-evaluation and precisely targeted actions to drive improvement.

Information about the school

The King David High School is a voluntary aided school serving the Jewish community in Manchester and beyond. It is a smaller-than-average, 11-18 secondary school. The proportion of students known to be eligible for free school meals is well below average. The proportion of students with special educational needs and/or disabilities is broadly average. The proportion of students from ethnic minority groups is low. The school has a specialism in mathematics, computing and a new specialism in modern foreign languages. A section 48 inspection of religious education took place at the same time as this inspection.

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: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

The governing body and senior leadership team have created a successful and popular Jewish community school that parents and carers send their children to from as far away as Liverpool and Leeds.

Achievement is outstanding. Students enter the school with high attainment and leave Year 11 with higher attainment. They make outstanding progress when compared to the national average and good progress when compared to similar schools. Students across the ability range make at least good progress in the main school and in the sixth form outcomes are outstanding.

Students develop a clear sense of identity while showing strong respect for the beliefs and practices of other cultures and religions. They develop a strong moral code and a high level of social skills.

Teaching and the use of assessment are good. On the occasions when teaching is satisfactory it is more often with lower-ability groups at Key Stage 3. In these lessons, activities lack the more detailed structure and explanation of tasks needed to sharpen the focus of learning for different groups within the class. The use of assessment criteria and self and peer assessment are not used consistently well across the school.

The curriculum is outstanding. The school's system of streaming and setting is highly effective in promoting students' progress. The provision of targeted, additional provision effectively ensures that students of all abilities make at least good progress. The range of extra-curricular opportunities is exceptional. Care, guidance and support are good.

The sixth form is outstanding. Students make outstanding academic progress and consistently achieve high A-level results.

The Chair of Governors demonstrates clear vision, exercises a powerful influence on strategic decisions, and is closely involved in monitoring the progress of the school on a daily basis. The headteacher provides strong and effective leadership. Leaders have a good grasp of the strengths and weaknesses of the quality of teaching and the progress of students through the regular testing of students and the observation of lessons. The school has excellent partnerships with a wide range of organisations which successfully promote the achievement and personal development of students.

The arrangements for safeguarding meet requirements. Some aspects of policy and practice lack necessary detail in written guidance and records of action.

The management and use of data on students' progress is under-developed. The lack of quick and shared access to data limits the quality and precision of self-evaluation, places an administrative burden on senior staff, and limits the role of middle leaders. The school

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has plans in place to implement a new data management system. The school has a good capacity to improve.

What does the school need to do to improve further?

- Further improve the consistency and quality of teaching by:
 - ensuring that the quality of lessons for lower-ability classes at Key Stage 3 is consistently good
 - increasing the use of assessment criteria, and peer and self assessment to sharpen the focus on learning.
- Improve the management and use of data to formalise and enhance the rigour of self-evaluation by middle and senior leaders.
- Improve the administration of safeguarding procedures and documentation.

Outcomes for individuals and groups of pupils

1

The proportion of students that gain five GCSE grades A* to C, including English and mathematics, is consistently high. In 2010, results dipped from 90% to 84%, in part due to staffing issues. New leadership in English and better teaching in mathematics led to improved mock GCSE exam results in 2011 and the school is on track to attain higher GCSE results in 2011. More than half the students gain A* or A grades across almost all subjects. This is a high proportion and shows consistently high performance across the curriculum.

Most groups of students display high levels of commitment and concentration in lessons. They are articulate and thoughtful and enjoy the intellectual challenge and dialogue in lessons and are keen to acquire new knowledge. A few are less highly motivated and do not demonstrate the same high levels of engagement. Students with special educational needs and/or disabilities are keen to do well and they make good progress. Students with a statement of special needs are well supported and develop well both academically and socially.

Attendance is high. Students are polite, welcoming and well behaved. On occasion a few are distracted when teaching is not sufficiently engaging. Students feel safe and are confident of prompt support from a wide range of adults. They take on a wide range of responsibilities in school, especially in the sixth form. They participate well in a wide range of extra activities. Although the school council is active, student engagement is under-developed. Students are keen to succeed and make the most of their time in school.

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Please turn to the glossary for a description of the grades and inspection terms

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	
Pupils' attendance ¹	1
The extent of pupils' spiritual, moral, social and cultural development	1

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

Teachers' high expectations, strong subject knowledge, good relationships and very effective questioning contribute significantly to students' enjoyment, motivation and progress. Classroom presentations and discussion inspire students and challenge and deepen their learning. On occasion, lessons are too dominated by teacher talk and activities are not sufficiently well-focussed on the learning needs of the students.

The use of assessment to support learning is good. In most lessons, planning meets the needs of the students and learning is effectively consolidated and extended. In some cases, the use of assessment techniques is under-developed which slows the pace and accuracy of teaching and learning.

The design and flexibility of the curriculum is highly successful in including a broad range of religious observance within the Jewish community. This is achieved by having a long school day, and by providing both mixed and single sex classes in separate teaching accommodation on the same site. The use of streaming, combined with a flexible approach to setting in Years 9 to 11, effectively enables students to make good progress in line with their ability. An extensive range of additional provision is targeted at students who need further support, including classes early in the morning and on Sundays. An excellent range of enrichment activity is provided both locally, nationally and internationally.

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Care guidance and support are good. Arrangements for the pastoral care of students are effective. Behaviour is well monitored with an effective system of rewards and sanctions. Students whose circumstances have made them vulnerable are taken care of well. Transition arrangements from primary schools are strong and students receive good information, advice and guidance about the choices at age 16.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leaders successfully communicate high expectations and they have a strong track record of success. Staff and students share the vision and commitment to maintaining and improving the high standards.

The governing body takes the lead responsibility for budget management and the organisation of the curriculum. It makes a significant contribution to providing and raising additional funding for the school.

There is a strong and effective informal system of accountability between senior and middle leaders. This ensures any emerging weaknesses are identified and action is taken promptly. Middle leaders have well-documented plans for improvement but this is not consistent across the school.

The school community is highly cohesive and the school works extensively with the Jewish community. It also engages with different religious groups in the locality. The school demonstrates a strong commitment to equal opportunities in the way it identifies and meets the needs of particular groups of students. Parents and carers are well-informed about students' progress through well-attended parents' evenings. The school asks parents and carers for their views but does not receive a large response.

Its specialist school partnership work in mathematics supports feeder primary schools, a catholic secondary school and a university teacher-training department. The enterprising work of the mathematics department has led to the increased take-up of mathematics in the sixth form and in the numbers taking courses at university in mathematics, science and technology.

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These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	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 equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Sixth form

Most students are successful in entering higher education and a few go to Oxford or Cambridge universities. The slower progress at AS level in 2010 has been accelerated and the current Year 13 students are making very good progress. Attendance is high. Students develop considerable skills and confidence through their significant contributions to the life of the school and from their involvement in an extensive range of extra-curricular activities.

Teaching is highly effective. Target-setting and assessment are good. The curriculum provides an extensive range of academic subjects and some vocational courses. These are enriched by extensive partnerships with universities, business, and the professions, including internships. Care and guidance provides highly effective and comprehensive support for students. Students' progress is tracked closely and mentoring schemes ensure that they make good progress.

Leaders have strong drive and ambition for the success of the sixth form. This is enhanced by the strong contribution by the governing body. However sixth form leaders lack formal systems to record decisions and they do not have immediate access to all the necessary data about sixth form performance.

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

These are the grades for the sixth form

Overall effectiveness of the sixth form	1
Taking into account:	
Outcomes for students in the sixth form	1
The quality of provision in the sixth form	1
Leadership and management of the sixth form	2

Views of parents and carers

Approximately 10% of parents and carer returned the parental questionnaire which is lower than average. Most parents and carers said that their child enjoyed school and was safe. They were satisfied with the quality of teaching and their child's progress. Fewer than average felt well informed about their child's progress but this may have been due to a delay in issuing reports as a result of moving to the new school building. On several questions responses were less positive than average. In particular, one third of parents who responded said that the school did not take sufficient account of their concerns or suggestions. Of the few written comments made, some were positive and some negative. A few negative views were expressed about the role of the Chair of Governors in the day-to-day management of the school. Inspectors accept the leaders' view that the close partnership between senior leaders and governors brings direction and dynamism to the work of the school.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at The King David High School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 87 completed questionnaires by the end of the on-site inspection. In total, there are 821 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	39	45	42	48	5	6	1	1
The school keeps my child safe	52	60	32	37	1	1	2	2
My school informs me about my child's progress	31	36	38	44	13	15	4	5
My child is making enough progress at this school	31	36	44	51	7	8	4	5
The teaching is good at this school	30	34	46	53	7	8	1	1
The school helps me to support my child's learning	18	21	47	54	13	15	3	3
The school helps my child to have a healthy lifestyle	10	11	44	51	26	30	7	8
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	31	34	39	14	16	2	2
The school meets my child's particular needs	28	32	44	51	12	14	2	2
The school deals effectively with unacceptable behaviour	28	32	40	46	11	13	6	7
The school takes account of my suggestions and concerns	17	20	38	44	20	23	7	8
The school is led and managed effectively	25	29	45	52	13	15	4	5
Overall, I am happy with my child's experience at this school	38	44	35	40	11	13	1	1

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
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.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



4 February 2011

Dear Students

Inspection of The King David High School, Manchester, M8 5DY

Thank you for being so welcoming when we came to inspect your school. We enjoyed meeting you very much indeed. We judged that yours is a good school. In the questionnaire that a few of you completed most of you said that you enjoy school, get help on how to improve, and learn a lot.

These were the things we liked most about your school.

- You make good progress and gain excellent results at GCSE.
- You develop a clear sense of identity while showing strong respect for the beliefs and practices of other cultures and religions.
- Teaching is good and you enjoy learning.
- The school's system of streaming and setting helps you to make good progress and you get lots of extra tuition and support if you need it.
- You have excellent opportunities to take part in activities outside lessons.
- The sixth form is outstanding. You make excellent progress and achieve high results.

To help the school to improve, we have said that senior leaders should:

Further improve the consistency and quality of teaching by:

- ensuring that the quality of lessons for lower ability classes at Key Stage 3 is consistently good
- increasing the use of assessment criteria, and peer and self assessment to sharpen the focus on learning.

Improve the management and use of data to:

- formalise and enhance the rigour of self-evaluation by middle and senior leaders.
- Improve the administration of safeguarding procedures and documentation.

Yours sincerely

Bernard Campbell

Her Majesty's Inspector

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