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Stacey Rosenberg
King David Primary School
Wilton Polygon
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Dear Mrs Rosenberg

No formal designation inspection of King David Primary School

Following my visit to your school on 28 November 2019, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings. The findings do not change the overall effectiveness judgement of outstanding from the last section 5 inspection.

This inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for a no formal designation inspection of schools. The inspection was carried out to enable Her Majesty's Chief Inspector to better understand the quality of education in specific subjects provided by outstanding primary schools.

Main findings

Languages have a high profile at your school. Both Modern Hebrew and Jewish studies are important aspects of the curriculum. Pupils learn about the geography and history of Israel and about their Jewish heritage. Modern Hebrew complements these subjects well. Modern Hebrew is given enough curriculum time and sufficient resources to ensure that the curriculum content is delivered well.

You have a specialist teacher who teaches Hebrew in all classes from Year 1 through to Year 6. Jewish studies teachers ensure that vocabulary and simple questions and responses are practised throughout the week. Children in early years can also develop their linguistic skills. They start to learn block letters and increase their bank of vocabulary through well-planned activities. In key stage 2, pupils study one lesson of Modern Hebrew each week. In this lesson, pupils develop their conversational skills and cover topics such as eating and drinking, and what they learn at school. Pupils also follow a focused programme on reading. Here, teachers

place a high emphasis on developing the skills, knowledge and vocabulary that pupils need to pray using the prayer book.

The curriculum for Modern Hebrew is ambitious. It exceeds the subject content of the national curriculum for languages. There is a clear focus on developing pupils' communication skills. In addition, teachers understand the need for pupils to grasp phonics, grammar and vocabulary, the building blocks of language learning.

The Hebrew alphabet is taught well. Simple phonics and letter recognition are covered in Reception and key stage 1. They are taught systematically. Links between English and Modern Hebrew sounds and spelling are made explicit. Sounds in Modern Hebrew are introduced alphabetically. This corresponds with the numerical values of letters, which helps pupils to read and navigate the Torah. The curriculum focuses on the name, sound and formation of letters. There is clear progression from block in early years and key stage 1 to script at key stage 2. Enough time is spent learning how Modern Hebrew is written. This ensures that this learning is fully embedded in pupils' memories.

This deliberate and comprehensive approach is mirrored when it comes to vocabulary and rehearsed question-and-answer exchanges. Repetition of words and practising short conversations help pupils to consolidate their learning. On occasion, more consideration could be given to the order in which grammatical structures are covered. Some grammar is driven by the topic that is being covered, rather than a sequential programme to develop pupils' knowledge of the structure of the language. Nonetheless, pupils understand the grammatical concepts that have been studied. For example, they understand the impact of gender on linguistic structures. Pupils can explain the way in which different prefixes function. They can conjugate simple verbs accurately.

Teachers assess pupils regularly. This helps them to know what pupils can do already and what it is that pupils need to do to improve. The specialist teacher also reflects on how effective her planning is. If any changes are required, they are made, to help pupils achieve even higher standards. You are generous in so far as staffing for Modern Hebrew is concerned. The specialist teacher has additional time in her timetable so that she can help individual pupils to catch up if they are struggling. All pupils study Modern Hebrew. Disadvantaged pupils and those pupils with special educational needs and/or disabilities (SEND) receive any additional support that they need.

The specialist teacher works with parents to support pupils' linguistic development. Sound files are attached to QR codes on vocabulary lists, so that parents can practise speaking in Hebrew with their children at home, for example. You make sure that pupils have the chance to use their language skills through a variety of competitions and cultural activities. Some pupils at the school have been very successful in the Modern Hebrew Spelling Bee. Pupils also practise speaking with native speakers when participating in cultural exchanges with Israeli schools and

families.

You place a high priority on Modern Hebrew. Other elements of the wider curriculum help to support and reinforce the language. The Hebrew alphabet is not a barrier to learning, because it is engrained in pupils' memories. The specialist teacher does not move on through the curriculum until the basic concepts are understood. What is more, pupils are delightful, hardworking and want to do their best. As a result of your ambitious curriculum, which is implemented effectively, pupils achieve well in the subject.

Evidence

I met with you, the head of Jewish studies, those teachers responsible for delivering the Jewish studies curriculum and the specialist teacher of Modern Hebrew. I visited lessons in early years, Year 3 and Year 6. I spoke with pupils from these lessons about their work in Modern Hebrew. I checked on a selection of pupils' work from the lessons that I visited, alongside your specialist teacher. I evaluated the curriculum plans and policies for languages.

Context

King David Primary School is a larger-than-average primary school. The vast majority of pupils are part of the Jewish community. Approximately one fifth of school curriculum time is dedicated to Jewish studies, which includes Modern Hebrew. The proportion of pupils who are entitled to free school meals is below average. The proportion of pupils with SEND is below average overall.

I am copying this letter to the chair of the board of trustees, the regional schools commissioner and the director of children's services for Manchester. This letter will be published on the Ofsted website.

Yours sincerely

Michael Wardle

Her Majesty's Inspector