

Inspection of King David High School

116 Childwall Road, Liverpool L15 6WU

Inspection dates: 1 and 2 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Sixth-form provision	Good
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Previous inspection grade	Outstanding
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The school was inspected 12 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework at the time.

What is it like to attend this school?

Pupils, and students in the sixth form, appreciate the close-knit nature of the school community. This helps them to get to know each other. Leaders and staff want all pupils and students to do their best. They achieve well across a range of subjects and are well prepared for their next steps in education, employment or training.

Most pupils are happy and enjoy school. They feel safe. Pupils know who to speak to if they want to share a concern. Any incidents of bullying are dealt with well.

Leaders and staff have high expectations of pupils' behaviour. Pupils typically behave well. In lessons, pupils listen attentively and follow instructions. They socialise well together during breaktimes and lunchtimes. Students in the sixth form act as exemplary role models for other pupils in the school.

The school's Jewish ethos is threaded through the curriculum. Pupils spoke positively about a range of clubs, including chess, drama and music, that they can attend. They benefit from the opportunity to take part in the Duke of Edinburgh's Award scheme and trips to the theatre and art galleries. Older pupils have opportunities to take on positions of responsibility, for example on the school council. Students in the sixth form support younger pupils with reading and by acting as mentors.

What does the school do well and what does it need to do better?

Leaders and governors have high aspirations for all pupils and students. Pupils follow a wide range of subjects in key stage 4, including the English Baccalaureate (EBacc) suite of subjects. The proportion of pupils studying EBacc subjects is increasing. This is because more pupils are taking up modern foreign languages. Students in the sixth form appreciate the range of courses that they can choose to study. Pupils and students, including those with special educational needs and/or disabilities (SEND), achieve well overall.

Subject leaders have designed curriculums across key stages 3 to 5 that identify the essential knowledge that pupils and students need to learn. They have thought carefully about the order in which content is taught. In most subjects, teachers use appropriate activities to deliver the curriculum. Teachers have strong subject knowledge. However, occasionally, in a few subjects, some teachers do not use assessment strategies sufficiently well to identify errors and misconceptions in pupils' learning. This means that sometimes, pupils' learning does not build as securely as it could do on what they already know.

Leaders identify any weaknesses in pupils' reading when they start school in Year 7. Pupils who find reading difficult receive extra support from trained staff. This helps pupils to read more confidently and fluently. Leaders have plans in place to embed their reading strategy, particularly for older pupils. This includes plans to encourage pupils to read more often.

Some parents and carers raised concerns about the provision for pupils with SEND. Inspectors found that leaders identify the needs of these pupils swiftly. Teachers and teaching assistants ensure that these pupils are given the help that they need to learn alongside their peers.

There is a calm and orderly atmosphere around school. Pupils are polite and courteous to visitors. A small number of pupils said that there are instances of poor behaviour in lessons. However, inspectors found that leaders and staff manage pupils' behaviour well. Any issues are dealt with quickly. This helps to reduce any disruption to learning. Students in the sixth form show a mature level of commitment to their work.

Leaders ensure that pupils learn about different religions and cultures. Pupils learn about tolerance and respect for differences between people. Leaders have prioritised their provision to support pupils' mental health. Pupils learn about sex education and health education. They told inspectors that they learn about topics such as consent. However, in the sixth form, some aspects of healthy relationships are not implemented consistently well. In addition, some Year 13 students do not attend these sessions regularly. Consequently, they are not receiving the information that they need to help them with their future lives.

Pupils and students receive helpful impartial careers advice and guidance. Leaders organise for employers to visit the school to speak about different careers. Leaders are in the process of improving opportunities for pupils to engage with meaningful experiences of the world of work. Students spoke positively about the support that they receive with their university applications. Almost all pupils and students go on to education, training and employment when they leave school.

Staff enjoy working at the school. They said that leaders are considerate of their workload and well-being. Governors are committed to the school. They carry out their statutory duties effectively.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive up-to-date safeguarding training. They know how to identify any signs that indicate a pupil may be at risk of harm. Leaders take swift action when staff report concerns. Leaders work closely with external agencies to help and support vulnerable pupils. Leaders ensure that the pupils who attend alternative provision are safe. Governors provide effect support and challenge to safeguarding leaders. Pupils learn about risks, including when online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Occasionally, in a few subjects, some teachers do not use assessment strategies well enough to check that what has been taught has been properly understood and retained. This means that teachers move on to new content without making sure that pupils have secured their previous learning. This hinders pupils from achieving as well as they should. Leaders should ensure that teachers use assessment strategies effectively to address pupils' errors and misconceptions so that pupils can build their knowledge over time on firm foundations.
- In the sixth form, some aspects of the personal development curriculum related to healthy relationships are not implemented consistently well. This limits how well students are prepared for their future lives. Leaders should ensure that they enhance this aspect of the personal development programme so that students are better prepared for their future.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	104703
Local authority	Liverpool
Inspection number	10242407
Type of school	Secondary Comprehensive
School category	Voluntary aided
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	772
Of which, number on roll in the sixth form	157
Appropriate authority	The governing body
Chair	Michelle Hayward
Headteacher	Michael Sutton
Website	www.kingdavidliverpool.co.uk
Date of previous inspection	16 and 17 June 2010, under section 5 of the Education Act 2005

Information about this school

- The school is an orthodox Jewish school. The most recent section 48 inspection took place in June 2016.
- There have been some changes to senior leadership and staffing since the previous inspection. The current headteacher took up post in September 2017.
- Leaders make use of two registered alternative providers for a small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

Inspector carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors spoke with the headteacher, other senior leaders, subject leaders and staff and governors. An inspector held a telephone conversation with a representative of the local authority.
- Inspectors spoke to many pupils and students about their experience of school and their views on behaviour and bullying. Inspectors also observed pupils' and students' behaviour during lessons and at breaktimes.
- Inspectors checked the school's safeguarding policies and procedures, including the school's single central record. Inspectors met with leaders, staff, pupils and students to check how effective safeguarding is in the school. An inspector held telephone conversations with representatives from alternative providers.
- Inspectors reviewed a wide range of evidence, including the school's self-evaluation document, record of visits by the school's improvement partner, minutes of governor meetings, and records of pupils' behaviour and attendance.
- Inspectors carried out deep dives in art and design, English, mathematics, music and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils and students about their learning, and looked at samples of pupils' and students' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- Inspectors considered the responses to Ofsted Parent View and the responses to the staff and pupil surveys.

Inspection team

Ahmed Marikar, lead inspector	His Majesty's Inspector
Chris Meldrum	Ofsted Inspector
Steven Caldecott	Ofsted Inspector
Sally Rix	His Majesty's Inspector

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