

Inspection of King David Primary School

Childwall Rd, Liverpool, Merseyside L15 6WU

Inspection dates: 12 and 13 March 2024

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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Early years provision	Good
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Previous inspection grade	Good
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What is it like to attend this school?

Pupils at King David are very proud of their school. They are happy, enjoy being with their friends and feel well cared for by staff. Differences are celebrated in this diverse school community where pupils of many faiths learn harmoniously together. Pupils said that everyone is made to feel very welcome.

Pupils behave well. From the start of the early years, children quickly learn the school's rules of kindness, respect and responsibility. Across the school, most pupils listen attentively to their teachers and are keen to learn. Lessons are calm and purposeful. Pupils benefit from the high aspirations that the school has of them. Pupils, including those with special educational needs and/or disabilities (SEND), are well prepared for the next stage in their education.

Pupils enjoy the range of activities on offer which bring the curriculum to life, for example when visiting the zoo or a museum. They said that the careers day helps them to think about their aspirations for the future. Older pupils take advantage of leadership opportunities. These experiences enable pupils to make a valuable contribution to the life of the school. For example, reading ambassadors help to organise reading cafés, which are attended by younger pupils and their families. The ambassadors share book recommendations and families are thrilled to share books with their children.

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

The school has designed an ambitious curriculum. This helps pupils to achieve well. Activities are carefully chosen to help pupils to know and remember more over time. The school checks pupils' learning in order to identify any gaps or misconceptions. Staff then ensure that future learning is tailored accordingly, and that the pupils who need it are given additional support.

However, in some subjects, the curriculum is not as clear. Staff do not have all of the information that they need in order to enable pupils to learn well. Pupils are not taught the small steps of knowledge that they need to build on their prior learning. In addition, the curriculum is not delivered consistently. In these subjects, pupils do not do as well as they should.

Reading has high priority in this school. The teaching of early reading begins in the Reception class. Children love to listen to stories, including a range of fairy tales. Children learn to link sounds to letters. This is built on in key stage 1 to ensure that pupils have a secure foundation in early reading. The books that pupils read are well matched to the sounds that they know. The small number of pupils who struggle with early reading are quickly identified and supported well to catch up. Pupils develop into fluent and accurate readers. They talk confidently about the books that they choose and take joy in sharing these with adults and one another.

The school identifies the additional needs of pupils with SEND swiftly and accurately. Staff make appropriate adaptations to their delivery of the curriculum to ensure that pupils with SEND can learn alongside their peers. Pupils with complex needs are well supported. The school works closely with parents. Coffee mornings and workshops offer an informal opportunity for parents to learn more about supporting their children at home.

The school has carefully considered its provision for pupils' personal development. It has a well-designed curriculum for relationships, sex and health education. Pupils know how to keep themselves healthy and safe, including when online. They are well prepared for life in modern Britain. For example, they talked about values such as democracy and how this is used to ensure fairness in their school. Pupils are kind and patient. They listen carefully to one another and appreciate different ideas and viewpoints.

Pupils play happily together on the playground. They appreciate the opportunities to play sport, read books or talk to their friends. Pupils, including children in the early years, have highly respectful relationships with staff and with each other.

Governors know the school's strengths and weaknesses. They offer support and challenge to help bring about improvement. For example, through recent visits, they have held discussions with staff and visited lessons. The school considers the impact of change on staff workload and well-being. It gives staff the time that they need to put in place any changes to the curriculum.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, the school has not identified the small steps of key knowledge that pupils should know. This makes it difficult for staff to design learning that helps pupils to build a secure body of knowledge over time. The school should ensure that the curriculum contains sufficient detail, to enable pupils to know and remember more.
- In some subjects, the curriculum is not implemented as the school intends. This means that pupils do not learn all that they should. The school should ensure that staff receive training and guidance to deliver the curriculum consistently across subjects.

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' is used to mean pupils with SEND; pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	104682
Local authority	Liverpool
Inspection number	10294195
Type of school	Primary
School category	Voluntary aided
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	431
Appropriate authority	The governing body
Chair of governing body	Joanne Levensohon
Headteacher	Mathew Shaw
Website	www.kingdavidliverpool.co.uk
Dates of previous inspection	11 and 12 January 2023, under section 8 of the Education Act 2005

Information about this school

- The school is a Modern Orthodox Jewish day school under the religious authority of the Office of the Chief Rabbi.
- The school offers a breakfast club and after-school provision each day.
- The last section 48 inspection was carried out by Pikuach in July 2023. The next section 48 inspection is likely to take place before the end of the 2027/28 academic year.
- The school makes use of one registered alternative provider.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspectors met with the headteacher, the deputy headteacher and other leaders. They also met with members of the governing body, including the chair of the governing body.
- An inspector spoke to a representative of the local authority.
- The inspectors carried out deep dives in early reading, mathematics, science, history and music. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, looked at a sample of pupils' work (except in music), visited a sample of lessons, spoke with teachers and talked with pupils about their learning.
- The inspectors also considered the curriculum in other areas. This included lesson visits and looking at curriculum documentation.
- The lead inspector also observed pupils reading to a familiar adult.
- The inspectors observed pupils' behaviour as they arrived at school and during lessons and breaktimes. They also spoke with pupils about their views of school life.
- The inspectors considered the views of parents. They looked at the responses to Ofsted Parent View, including the free-text comments. They also spoke to a number of parents at the start of the school day.
- The inspectors considered the views of pupils and staff who responded to Ofsted's online pupil and staff surveys.

Inspection team

Frith Murphy, lead inspector	His Majesty's Inspector
Emily Morris	Ofsted Inspector
Pamela Potter	Ofsted Inspector

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