

King David Primary School

Inspection report

Unique Reference Number	104682
Local Authority	Liverpool
Inspection number	308650
Inspection date	19 September 2007
Reporting inspector	Mark Madeley

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	5-11
Gender of pupils	Mixed
Number on roll	
School	410
Appropriate authority	The governing body
Chair	Mrs Lauren Lesin-Davis
Headteacher	Miss R Roberts
Date of previous school inspection	31 March 2003
School address	Beauclair Drive Liverpool Merseyside L15 6XH
Telephone number	0151 7223372
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: achievement and standards, pupils' personal development and well-being, curriculum and leadership and management. Evidence was gathered from the school's self-evaluation, national published assessment data and the school's records of pupils' progress. Policies, attendance and financial data were reviewed and observation of the school at work as well as interviews with the chair of governors, senior staff and pupils were also undertaken. The views of the parents were sought via a questionnaire. Other aspects of the school's work were not investigated in detail but the inspector found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified and these have been included, where appropriate, in this report.

Description of the school

This over-subscribed school is larger than average. Approximately one-third of the pupils are Jewish. The remaining two-thirds come from a wide area around the school and are mainly Christian and White British. The largest groups of pupils of minority ethnic heritage are Chinese or from non-specified ethnic groups. Currently, a tiny minority of pupils receive dedicated support because they speak English as an additional language. Both the proportion of pupils eligible for free school meals and those with learning difficulties and/or disabilities are below average. A new headteacher and deputy headteacher were appointed from September 2007.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

The inspection agrees with the senior managers' view that this is a good school. Pupils join the school with above average skills and effective teaching helps most to make good progress. Parents share this view of progress and comments such as 'I am really pleased with my child's progress at school' were very common.

Standards at the end of Year 6 have been consistently above average for the last five years but a rigorous analysis of data by senior managers has helped them identify that the most able pupils could achieve more, particularly in mathematics and science. The inspection agrees with this view in respect of mathematics teaching because pupils in many lessons from Year 3 to 6 frequently do the same task. This does not extend sufficiently the most able, in particular. By contrast, higher attaining pupils do well in science. For example, in 2007 80% of pupils in Year 6 reached a higher standard than that expected nationally.

Effective management has led to generally good improvement since the last inspection. Pupils' good progress has been sustained, future planning is now based on a thorough review of the school's current position and most pupils have good opportunities to solve problems and plan their own work. The improvements made, coupled with the rigorous and accurate self-evaluation, indicate that the school has good capacity to improve further. However, the inspection agrees with a minority of parents who feel that senior managers and the governing body do not consult them enough.

Pupils' achievement is good. Most lessons are well planned and teachers give pupils clear explanations of the tasks. Rewards are used effectively to encourage and praise pupils' efforts. Most teachers often extend their pupils' understanding by asking them to explain their answer. This is something pupils do well, showing a very wide vocabulary. For example, a Year 2 pupil described his packed lunch as 'nutritious'. Year 6 pupils are skilled at assessing their own learning and talk knowledgeably about the 'traffic lights' system and how it helps them improve. Setting targets for individual pupils in literacy and numeracy is well developed. For example, in Year 2 pupils selected their own writing targets from an age-appropriate list displayed by the teacher.

Pupils' work in art and music is of a high standard. The school choir and orchestra frequently perform outside of school and displays of pupils' exciting and varied art work are already brightening some classrooms and corridors. The school works well with all of its pupils with learning difficulties and/or disabilities and these pupils usually reach average standards by the end of Year 6. An effective feature is that in Key Stage 2 these pupils get a great deal of quality individual support when taught literacy and numeracy in very small groups. The curriculum is satisfactory rather than good because an overuse of worksheets in Years 3 and 4 leads to pupils getting few chances to use their literacy and computer skills effectively.

Pupils' above average attendance, good behaviour and very positive attitudes to learning all make a positive contribution towards their good progress. Their personal development and their spiritual, moral, social and cultural development are good. They feel very safe in school and know that there are adults to turn to should they be hurt or unhappy. They do a great deal of work for others, including organising a 'bring and buy' sale with the proceeds going to a local hospital. The school council is active, for example organising a 'Fair Trade' tuck shop, and the prefect system works well, with most Year 6 pupils getting a chance to take on this responsible post. Good provision for health education ensures that most pupils have a good understanding of how to stay fit and healthy. Older pupils are well aware that smoking, alcohol

and non-medicinal drugs are to be avoided for health reasons. All the statutory safeguarding procedures are in place. Teachers provide good guidance to pupils on how to improve their work through written or oral feedback. For example, many Year 6 pupils say that teachers' written comments help them become better mathematicians.

Effectiveness of the Foundation Stage

Grade: 2

Children are very happy and make good progress in the Foundation Stage because every day is an exciting learning experience. Most of them are well equipped to enjoy the good curriculum because they know how to make choices, play together and share toys. Most children talk freely using an extensive vocabulary. Staff build thoughtfully on the information provided by the good induction procedures so that activities are stimulating and promote children's independence. The structured approach to the teaching of letter sounds helps children master basic reading skills quickly. Most children handle pencils and other mark-making implements with good control. Good teaching encourages them to move from oral storytelling through mark-making to writing letters, words and sentences quickly. Number skills are taught progressively with an effective blend of practical activities linked to topic themes, such as discussion of biggest/smallest during work on Goldilocks and the Three Bears. Children use tape recorders and computers with great confidence to find out more about the world around them. Staff have efficiently overcome the difficulty of access to the outdoor area so that children's physical and creative development are not restricted. Children leave the Foundation Stage with standards above national expectations and are well prepared for the next stage in their learning.

What the school should do to improve further

- Improve the planning of mathematics lessons in Key Stage 2 to ensure that the more able are consistently challenged to achieve their full potential.
- Give pupils in Years 3 and 4 greater opportunities to use and consolidate their literacy and computer skills during topic work.
- Improve the ways in which the school seeks the views of parents and takes account of their suggestions and concerns.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for being so helpful to me during my recent visit. I enjoyed chatting with you and finding out what you thought about your school. I took account of your views when coming to my judgements about your school. You told me that you liked school and thought that it is good and I agree. Most of your parents support this view too but I agree with a minority of them who think that their views could be considered more often. Good teaching helps you make good progress in English, mathematics and science. The standards pupils reach in these subjects by the end of Year 6 are above average, though I think that the more able pupils could achieve more in mathematics. Your work in art and music is also very strong. Your school helps you to develop good personal skills, such as respect for each other and cooperation. You have a good understanding of the need to take regular exercise, drink water frequently and eat 'five a day'. It is good that the school council takes your views into account in the running of the school, for example in changing the school lunch menu. Your behaviour is good in class and in the playground and you work very sensibly in pairs, for example during a mathematics investigation in Year 6.

The new headteacher and her staff have a good understanding of how good the school is now and they all agree that they want it to be even better in the future. I have asked them to do three things which will improve your learning further.

- Make sure that the thinking and mathematical skills of the more able children in Key Stage 2 are extended.
- Give children in Years 3 and 4 more chances to write and use the computers in their topic work.
- Listen to, and take into account, the views of your parents.

You can help by continuing to be kind and considerate to each other and by working hard towards your targets in literacy and numeracy.

I hope that you are very proud of all that the staff, governors and you have achieved. Your school is a really special place and nothing is more important about it than all of you. I wish both you and the school the very best for the future.