

# King David High School

## Inspection report

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<b>Unique Reference Number</b>	104703
<b>Local Authority</b>	Liverpool
<b>Inspection number</b>	354363
<b>Inspection dates</b>	16–17 June 2010
<b>Reporting inspector</b>	Sue Harrison HMI

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

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<b>Type of school</b>	Secondary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	11–18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	662
Of which, number on roll in the sixth form	182
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr M Steinberg
<b>Headteacher</b>	Mrs Brigid Smith
<b>Date of previous school inspection</b>	20 September 2006
<b>School address</b>	Childwall Road Liverpool Merseyside L15 6UZ
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## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors observed 31 lessons taught by 33 teachers, and held meetings with groups of students, governors and staff. They observed the school's work, scrutinised students' books and looked at documentation, including progress tracking systems, the school's development plan and 74 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- how well the school is developing its teaching strategies to promote independent learning in lessons
- the extent to which the curriculum is engaging learners of all abilities and helping them to gain a broad range of skills
- the robustness of tracking and monitoring systems.

## Information about the school

King David is a small, Jewish faith-based school. Students from the Jewish faith account for 16% of enrolments, the rest are mainly Christian with a small number from other faiths. The number of students in the sixth form is large compared with the overall size of the school. Most students are from White British backgrounds and very few speak English as an additional language. The proportion of students known to be eligible for free school meals is low. The percentage of students with special educational needs and/or disabilities is increasing but remains below the national average. The school gained specialist status in humanities in 2008. The school moves into new accommodation in 2011, as part of a shared campus to deliver nursery, primary and secondary education as well as community facilities.

**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?**

**1**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is an outstanding school because of the excellent quality of care, guidance and support it provides, coupled with the high expectations it has for each individual student. The ethos of the school is summed up in comments made to inspectors by parents. One parent wrote about the warm, caring family atmosphere where everyone feels valued and where, 'my child will achieve to the best of his abilities'. Another commented that the school offers, 'a caring environment while still pushing my daughter to achieve the best possible results'.

As a result of the ethos created at the school, students feel safe and happy. They enjoy coming to school and attendance is excellent. Students enter the school with levels of attainment that are above average; they make good progress in lessons and achieve examination results that are significantly higher than the national average. The school has developed its curriculum since the last inspection to ensure it better meets the needs of all students. It has introduced vocational options and provision for students who benefit from alternatives to GCSE courses. The school has also taken effective action since the last inspection to extend opportunities for students to develop independent thinking and a range of skills that will help them in their future careers. This is being achieved partly through innovative curriculum changes, for example by the use of cross-curricular projects in the lower school, and partly through the use of a wider range of teaching methods. The quality of teaching is good. Teachers have excellent subject knowledge and generally plan lessons well to stretch students and enable them to succeed in their learning. Many make effective use of assessment of students' work to plan future lessons and show students how to improve their work, but this is not yet universal across the school. Information and communication technology is used well in an increasing number of lessons.

Students receive excellent academic and personal support and this is a major factor in contributing to their outstanding outcomes. As well as gaining very high examination results, students develop confidence and ability in working with others and have excellent communication skills. Students from different faiths and social backgrounds mix well together and contribute well to the life of the school. Behaviour is very good.

The school's success stems from the challenging targets, which are set by the leadership and management team and are embedded across the whole school, and from the passionate drive for continuous improvement. Monitoring of academic performance is excellent and the school is quick to identify pockets of underperformance and put action in place to address it. Monitoring of students' wider experience, such as the impact of enrichment programmes and the effectiveness of the school's community cohesion policy, is less well developed. Governors' contribution to the school is outstanding and

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has ensured that standards have been maintained during a time when the school is engaged in a complex capital project. The school works well with a range of partners and maintains good links with parents and carers. It provides excellent value for money and has good capacity to make further improvements.

## What does the school need to do to improve further?

- Continue to improve teaching and learning by increasing the proportion of lessons where information and communication technology is used effectively and by spreading good practice in the use of assessment.
- Ensure that all aspects of the school's provision are monitored as rigorously as the school monitors students' academic progress.

■

## Outcomes for individuals and groups of pupils

1

In lessons, students show great enthusiasm for learning. They are attentive and keen to ask questions and take an active part in the lesson. As a result, they make good progress in developing their knowledge and understanding of topics being covered. Students clearly enjoy coming to school. They participate well in projects and activities outside lessons that help to develop excellent confidence and wider work-related skills, such as team-working and problem-solving. Behaviour is very good in most lessons and attendance is excellent. Students feel very safe in the school. Young people from different faiths and backgrounds work harmoniously together and show respect for other people. Students make a good contribution to the life of the school and the wider community. The school council has a strong voice, including participation in staff recruitment and working parties. Students are becoming more involved in discussions about teaching strategies and what helps them to learn. Students from all key stages are involved in Liverpool Schools' Parliament. Older students help younger students in the school and those transferring from primary schools. Many students are involved in work related to charities. Jewish students visit other schools to speak about their faith. Most students have a good understanding of what constitutes a healthy lifestyle.

Students enter the school with higher-than-average levels of attainment. They achieve excellent results in GCSE examinations, with the proportion of pupils gaining five or more pass grades at A\* to C, including English and mathematics, being consistently significantly above average. There are no trends of underachievement across different groups of pupils, including those with special educational needs and/or disabilities, who achieve well at the school. A small group of girls did not achieve as well as expected in 2009 but evidence for the current year shows all groups of pupils are on track to reach the challenging targets set.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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

**How effective is the provision?**

Teachers have excellent subject knowledge. The majority of lessons are planned well to challenge students and engage their interest. Since the last inspection, the school has increased the proportion of lessons which are good or better. Inspectors saw effective use of strategies to develop students' ability to think for themselves and extend their ideas. Purposeful group work and good questioning techniques offer the right level of challenge for individual students. In the best examples, students are given time to think carefully about their responses and teachers skilfully extend their knowledge and understanding. In some lessons, questioning is superficial and teachers move on too quickly without giving students sufficient time to think about the problem or develop their answers. In a few classes there are still too few opportunities for students to think for themselves. Resources are used effectively to promote interest and information and communication technology is used well in an increasing proportion of lessons to enliven learning. Assessment of students' work and progress is used well in many subjects to inform the planning of future lessons. Inspectors saw some very good examples of the use of assessment in English, mathematics and science and in the school's specialist humanities departments. However, not all teachers are using assessment as effectively as possible to help students make further improvement.

The curriculum is used very well to develop students' skills. The school's humanities specialism has made a major contribution to this in recent years. For example, in Years 7 and 8, cross-curriculum projects help students to acquire study skills and develop their communication and team-working skills. There are many opportunities within subjects and through themed events for students to develop their spiritual, moral, social and

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cultural awareness. The school has recognised the need to extend opportunities for Jewish students to learn more about other faiths. Since the last inspection, the school has extended the options available in Key Stage 4 to meet the needs of less academic students. Vocational courses have been introduced and further options are planned for September 2010. Alternative provision and accreditation meet the needs of students with special educational needs and/or disabilities, and engage the small number of students who are not well motivated by the traditional curriculum. Partnership working with other schools and colleges is effective in helping the school to develop its curriculum. Student feedback on the choices available to them is very positive. They enjoy a wide range of enrichment activities, including clubs, team competitions and productions. Enterprise activities and work placements contribute to students' development of work-related skills. The school has improved its approach to helping young people lead healthy lifestyles since the last inspection, including the planned expansion of physical education in the upper school from September 2010.

The quality of care, guidance and support is outstanding. This applies to both pastoral support and academic guidance. The school provides a calm, safe and supportive atmosphere, in which students thrive. Staff know individual students very well and quickly identify where targeted support is needed. There are excellent links with external agencies to enhance the pastoral support available in the school. Support for students with special educational needs, such as autism, is very good and includes work with other students to develop their understanding of the condition. The monitoring of students' progress is exemplary. Extra help is provided quickly to anyone not meeting targets. This includes individual mentoring, which is greatly appreciated by the students. Interesting methods are used to help younger students monitor their own progress, such as the 'flight path' records they complete. Transition arrangements for Year 7 are very good. Parents comment on how well the school helps young people in the move from junior to secondary school. Guidance on careers and options available as students move through the school is very good, including effective liaison with the Connexions service to deliver parts of the information and advice.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The senior leadership team drives a culture of high standards, which permeates the school. Staff and students are aware of the challenging targets set and are keen to meet

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them. Managers at all levels receive excellent training to help them carry out their roles. Self-assessment is rigorous and honest and is part of the drive for continuous improvement that characterises the school. A major focus of the school is to continue to improve the quality of teaching and learning. Inspectors saw how teaching had improved since the last inspection and the school's own self-assessment identified ways in which good practice can be extended further.

Performance management of the academic standards of the school is exemplary. Leaders and managers at all levels make excellent use of data to help them monitor the achievement of students. This includes analysis of any differences between groups of students and outstanding awareness of how each individual is achieving. Any pockets of underperformance are identified quickly and actions put in place.

Other aspects of the school life, such as the enrichment programme and the impact of policies on community cohesion, are not monitored to the same extent.

The governors provide an outstanding level of challenge and support to the school. They have ensured a clear focus on maintaining high standards at a time when the school is involved in a complex new building project. Partnership working is effective in developing the school's curriculum and enhancing its support services. Communication with parents is good, although a few parents expressed a wish for further opportunities to talk about their child's progress and what they can do to help them. The priority given to safeguarding young people in the school is exemplary. The approach to promoting equality of opportunity is good. Community cohesion is well promoted within the school and students take part in events with organisations outside the school to develop their awareness of other cultures and communities. The school recognises the need to develop further its non-Jewish international links.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>1</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>1</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>1</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>1</b>



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## Sixth form

This is a popular and extremely successful sixth form. Numbers have grown significantly in recent years. A large proportion of the school's Year 11 students continue into the sixth form and they are joined by students from other schools. An excellent induction, including team-building activities, helps everyone to settle in and sets the tone for post-16 education. The ethos of the sixth form is a highly successful mixture of encouraging young people to take responsibility for their own learning, while at the same time setting high expectations and clear rules. Students thoroughly enjoy their sixth-form experience, and retention rates are high. They receive good teaching and excellent care, guidance and support. In line with the rest of the school, their progress is monitored very carefully. The numbers in the sixth form have grown partly as a result of the successful partnership with other schools that has enabled the curriculum to be expanded considerably. Students have an extensive choice of A-level provision, as well as access to applied and vocational courses and to intermediate level provision. The popularity of the sixth form has also grown because of its deserved reputation for excellent outcomes. Students make outstanding progress and attainment is very high. A large proportion of students gain university places and the majority are at their first-choice institution. Students enjoy the positions of responsibility they hold in the school and the wide range of enrichment activities, including British Sign Language and Japanese. Many act as volunteers outside the school. Sixth formers organise clubs that debate ethical and philosophical issues, such as the Café Science initiative where they invite visitors into school to speak on a range of topics. They are involved in young enterprise schemes and develop their financial skills via input from a banking firm. Leadership of the sixth form is outstanding. Performance management is strong and any areas of concern are swiftly identified and dealt with.

*These are the grades for the sixth form*

<b>Overall effectiveness of the sixth form</b>	<b>1</b>
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	1

## Views of parents and carers

The overwhelming majority of parents and carers who responded to the inspection questionnaire are very positive about the school, particularly about the teaching and the progress made by their children. They also feel the school provides a very safe and caring environment.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at 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 74 completed questionnaires by the end of the on-site inspection. In total, there are 662 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	47	64	25	34	2	3	0	0
The school keeps my child safe	43	58	30	41	0	0	0	0
The school informs me about my child's progress	34	46	30	41	7	9	2	3
My child is making enough progress at this school	35	47	35	47	3	4	0	0
The teaching is good at this school	34	46	35	47	1	1	1	1
The school helps me to support my child's learning	25	34	35	47	11	15	3	4
The school helps my child to have a healthy lifestyle	22	30	35	47	14	19	1	1
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)	23	31	43	58	4	5	1	1
The school meets my child's particular needs	28	38	37	50	7	9	0	0
The school deals effectively with unacceptable behaviour	30	41	36	49	6	8	1	1
The school takes account of my suggestions and concerns	18	24	41	55	6	8	3	4
The school is led and managed effectively	31	42	37	50	4	5	1	1
Overall, I am happy with my child's experience at this school	43	58	28	38	3	4	0	0

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 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 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. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## 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"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
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.**



Dear Students

Inspection of King David High School, Liverpool, L15 6UZ

As you know, we recently inspected your school and I am writing to tell you our findings. Thank you for helping us to find our way around the school and for giving us your views.

We agree with what many of you told us that this is an excellent school, which provides a caring, safe and supportive place for you to learn. We were very impressed by your willingness to learn and your positive attitudes in lessons. We think that teaching is good and that in many lessons you are encouraged well to develop your ideas and understanding. Information and communication technology is being used increasingly to make lessons interesting. Teachers generally assess your work well to help plan future lessons and help you understand how to improve. We think you make good progress at the school and your performance in examinations is excellent. We were also impressed by your behaviour and how well different groups in the school work together. We think you are developing an excellent range of skills that will help you when you leave school. We noted improvements to the curriculum since the last inspection, including the range of options in the upper school and the variety of activities you enjoy outside class. We think you contribute well to school life and to the wider community.

The school is very good at checking your progress in subjects and offering extra help and support where needed, which helps you to achieve excellent results. It was good to see how many of you stay in education after Year 11. We think the sixth form is outstanding and we can see why so many of you choose to stay in the school.

In order to keep improving the school, we have asked the headteacher to:

- increase the proportion of lessons where information and communication technology is used effectively and spread good practice in the use of assessment
- ensure that all aspects of the school's provision are monitored as rigorously as the school monitors your academic progress.

May I take this opportunity to wish you all the best in your future careers.

Yours sincerely

Mrs Sue Harrison

Her Majesty's Inspector

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