

KING DAVID HIGH SCHOOL LIVERPOOL INSPECTION REPORT

Local Authority Liverpool

Inspected under the auspices of Pikuach

Inspection dates Monday 5th and Tuesday 6th December 2022

This inspection of the school was conducted under section 48 of the Education Act 2005

Type of school Secondary

School category Voluntary aided school

Age range of children 11 to 18

Mixed /Single sex Mixed

Number on roll 738

Chair of Governors Michelle Hayward

Headteacher Mr Michael Sutton

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Inspection team

Lead Inspector Rebbetzen Esther Cohen
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Introduction

The inspectors looked in detail at the following

- The Quality of the Jewish Education
- Jewish Personal and Spiritual Development
- The Leadership and Management

The inspection was carried out by two inspectors over two days. Together with the Headteacher and the Deputy Head who is the interim Head of Jewish Studies, inspectors visited 12 Jewish Studies (JS), Religious Studies (RS) and Ivrit part-lessons, assemblies, Mindfulness, Nish Nosh leadership council (the leadership council named in memory of a school pupil, who passed away. Nish Nosh was her favourite Israeli snack), and Coke and Crisps informal education programmes. Inspectors had discussions with Year 7, Year 9, Year 11 and Year 13 pupils and informally interviewed several other pupils and members of staff during assemblies, lessons and around school. They listened to reading Hebrew, asked pupils about their work, scrutinised their books and went on learning walks to look at displays and learn about the environment around school. Inspectors held numerous meetings and discussions with SLT and several stakeholders including parents, Chair of Governors, teachers, Governor responsible for JS and SEND (Special Educational Needs and disabilities), the SENDCO (Special Educational Needs and disabilities coordinator) and the Head of Sixth Form. Inspectors met with the school's Rabbi who is also a Governor and with the local Chabad Rabbi who runs programmes at the school. They also looked at the Jewish Studies Self Evaluation Form (SEF), Improvement Plan, the school website, the curricula for JS, RE and Ivrit, assessments, performance management documents and tracking documentation amongst other documents.

Information about the school

- King David High School, Liverpool is a mixed comprehensive, voluntary aided secondary school with an orthodox Jewish character.
- The school was founded in 1840 and moved onto its current site in Wavertree, a leafy Liverpool suburb; in 2011 the early years, primary and secondary schools moved into a new campus, that provides a seamless education for Jewish pupils from nursery through to Sixth Form. There is a named member of staff responsible for transition between Years 6 and 7. The head of Sixth Form runs transition sessions for pupils entering the Sixth Form from Key Stage 4 as well as for pupils joining the Sixth Form from other schools.
- There are 752 pupils on role, of whom 11% are Jewish, whilst the majority are Roman Catholic (30%), Church of England (25%) other Christian denominations (18%), 5% Muslim and 11% other faiths or none.
- The school delivers a comprehensive Religious Studies (RS) curriculum that reflects the ethos of the school, compliant with statutory requirements.
- 6.2% of pupils are eligible for free school meals; this is much lower than the national average of 22%. 95 pupils receive additional SEN support whilst 21 pupils are in receipt of an

Educational Health Care Plan. 14% of pupils are in receipt of pupil premium, the majority of whom are looked after children.

- Jewish Studies complements Religious Studies and the informal Jewish education curriculum. All pupils take part in, and enjoy, festivities for the *Chagim* (Jewish festivals) and follow the “King David Way” with the motto “Let there be light through faith and work”.

Inspection judgements

Grade

Quality of Jewish Education	2
Jewish Personal and Spiritual Development	2
Leadership and management	1
Overall effectiveness	2

What it is like to attend this Jewish school?

- King David High School is a good school where pupils are inspired by Jewish Education and the dedicated staff who model Jewish commitment and are impassioned to transmitting Judaism in a meaningful way. This inspires the school’s diverse and multicultural pupil intake. Pupils share their appreciation for Jewish learning and the Jewish environment of the school and say they feel an integral part of the school irrespective of their religion, religiosity, or level of observance. One pupil stated that: “They (teachers) make sure to make everyone feel included.”
- Since the last inspection, the school implemented Pikuach’s recommendation by re-evaluating and making changes to the way Jewish education is delivered and the general Jewish environment of the school. A parent explained that: “The school provides good education in lessons but also outstanding practice in wrap-around education; this includes celebration of all festivals and *Shabbat* (Sabbath), speakers and events.” Pupils now gain from and make progress in Jewish education across lessons and extra-curricular activities, delivered through an ambitious curriculum that is relevant and meaningful and prepares them for the next stage of their spiritual development whilst using the latest technologies. During an Ivrit class, pupils used software that tested their ability to rewrite and correctly spell a sentence in Hebrew that was displayed for a short time on the screen and evaluate how successful they were. During an RS lesson on Jewish law and customs about death and mourning, a combination of video clips and good reflective questionings were used to effectively help children understand the topic. Most lessons observed had good use of engaging PowerPoints. There are computer stations in open shared areas across the school, where pupils were busy working throughout the two days of inspection.
- Pupils benefit from the dedication and commitment of the outstanding leadership and management of the school. The Deputy Headteacher, who is the interim Head of Jewish

Studies (JS), is the visionary behind the development of the Jewish ethos of school and is ably supported by the Headteacher and Governors who work together in turning the school's vision into day-to-day life at school.

- Pupils know and act upon what their school stands for. The school has a strong vision and mission which is underpinned by its motto “Let there be light through faith and work” and delivered through the concepts of *Kehillah* (community) and the “King David Way” (a set of values centred on *Chessed* (kindness), *Kehillah* and commitment to learning). These are laced throughout the school life day by day, during assemblies, lessons and communal events. Observation of a whole school assembly showed a real sense of community. Pupils as well as staff were fully engaged and the way in which the assembly was delivered, using teachings of Beethoven's life and linking them with the *Parsha* (Torah portion of the week): Beethoven, despite the moments of darkness in his life, accomplished light through his music; Jacob despite his challenges, especially with Esau, kept the light of faith which inspired all his children. The Deputy Headteacher's reflection made delivery personal and encouraged reflective thinking. A pupil stated: “Assemblies make me think about what kind of person I am. It makes me think of others and what is important”. The school complies with the statutory requirement to provide a daily act of collective worship.
- Pupils display outstanding behaviour and respect for others. Parents' views concur with this. A parent stated: “The school should be praised for maintaining its Jewishness but including all children and families. Its approach to education teaches the values of Judaism to all and finds common links between our communities.” For the Jewish pupils, there is a general wish to give back to the Jewish community as mentioned during interviews and informal chats. One pupil talked about making *Cholent* (Shabbat stew dish) at school to be served as part of the community's *Shabbat* celebrations.
- Non-Jewish pupils interviewed spoke about the impact that the celebrations of *Chagim* (Jewish festivals) have had on them, making them feel part of an inclusive community. The SEF (Self-Evaluation Form) also makes reference to the King David Personal Development Programme with their Jewish peers which includes discussions and debate on current issues.
- Pupils enjoy their Jewish Studies lessons and are enthusiastic about their Jewish experiences in the school. They enjoy and benefit from their Jewish learning. One pupil commented about their *Ivrit* (Hebrew language) lesson saying that: “It is really interesting to learn another language. The fact that you also learn about your religion makes you feel more connected with your community.”
- All pupils experience Jewish concepts through cross-curricular activities, such as working out probability using the *Dreidel* (spinning top) game. Every department must display that they are including Jewish concepts in their curriculum map.
- King David High School has a real Jewish ‘feel’ to it. Pupils are surrounded by subtle Jewish messages. Throughout the school there are displays of Jewish personalities and role models and classes visited had Jewish displays that linked secular learning to Judaism.
- Pupils feel safe at King David High School. Over 90% of parents who responded to questioners and all parents interviewed stated their child was happy at school, and over 94% said that their child felt safe at school. This concurs with pupils' views with an overwhelming

majority of pupils stating during interviews and responses to the survey that they enjoy coming to school and feel safe at school.

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

Quality of Jewish Education

- The school's Jewish curriculum and extra-curricular intent are strong and provides memorable experiences for all pupils, Jewish and non-Jewish, including SEND (Special Educational Needs and Disabilities).
- Key Stage 3 (KS3) have two 50-minute lessons per week, with all of Year 7 having an additional JS lesson where all pupils learn together about Judaism. Key Stage 4 (KS4) have 3 lessons per week directed towards GCSE where Jewish pupils learn about Judaism and Islam.
- Non-Jewish pupils follow an adapted curriculum based on the locally agreed syllabus for Religious Education, for example, in Year 7, pupils learn about Christianity, Islam and Humanism. In Year 8, pupils learn about Hinduism and Buddhism. In addition, pupils learn about community cohesion. In Year 9, pupils learn about morality and ethics
- The Jewish pupils follow a Jewish Studies curriculum that is sequential. In Year 7, pupils have an overview of Judaism including the *Chagim*, the role of the Synagogue, rites of passage and the book of Genesis. In Year 8, pupils focus on the book of Exodus together with wisdom and action such as bullying and racism, as well as key concepts such as *Tikkun Olam* (care for the world) and *Tzedakah* (charity).
- Since the last Pikuach inspection, the school has employed new Jewish members of the senior management team who devote a great deal of time and energy in addressing the gaps in teaching and learning. Despite the typical challenges for a small Jewish community of finding suitable Jewish teaching staff, the school has raised standards through addressing the curriculum and creating extra opportunities for Jewish experiential learning with the aim to continuously improve the delivery of a solid Jewish education. One way this has been achieved is by making best use of local Rabbis' areas of expertise, such as 'Coke and Crisps' (lunchtime extra-curricular learning). Another example is pupils meeting and learning from inspirational Jewish guest speakers. Immediately prior to the inspection the school hosted the Chief Rabbi who inspired the pupils during the question-and-answer session as pupils told inspectors.
- Hebrew reading is used to support key areas of the Jewish curriculum and extra-curricular activities such as *Tefillot* (prayers) and taking part in *Shabbatonim* (events or programmes of education held over the Sabbath). Leaders identify pupils developing 'confidence in performing their Jewish religious practices and responsibilities' as a way for the school to achieve its aim making the ability to read Hebrew a high priority. Reinforcing and developing pupils' Hebrew is a challenge made difficult by shortage in Jewish staffing. There is a need to make provision to sustain and further develop pupils' ability to read Hebrew and to monitor its effectiveness, perhaps aided by best use of latest technology.
- During the two days of inspection, there were only three JS lessons taking place, and a number of RE and *Ivrit* (Hebrew language) lessons. The JS lessons were delivered by a non-Jewish member of staff. The school continues to invest in CPD (Continuous Professional Development) for their non-Jewish teachers to deliver accurate Jewish Studies lessons. At the

time of inspection, the school was expecting the imminent arrival of a couple from Israel to take up teaching duties across the campus so to alleviate the challenges of delivering JS and to further improve provision for Jewish Education.

- Pupils benefit from a curriculum for Jewish education which is appropriate and fulfils the needs of its diverse pupil community. King David High School was a finalist in the Jewish Schools Awards for Curriculum Innovation in recognition of the “King David Way”. To increase the opportunities of Jewish learning offered to Jewish pupils and to mediate for the challenges of available, suitable JS teaching staff, the school invited local Rabbis and lay community members to deliver extra-curricular and informal education. An example is ‘Coke and Crisps’ which is an informal lunch programme delivered by one of the prominent Chabad Rabbis in the community. On the day of inspection, 26 pupils attended and took part in the session. This involves informal learning, discussions and quizzes where pupils enjoy snacks while learning during their lunch break.
- Pupils enjoy a varied programme for informal education and extra-curricular opportunities. Amongst these are workshops related to the *Chaggim* (Jewish festivals), such as *Shofar* (animal horn used as a sound instrument) making, olive pressing and making *Matzot* (non-leaven bread for Passover), visits to non-Jewish schools to share their experiences of being Jewish in a multicultural city, *Shabbatonim* and *Challah* (traditional Shabbat bread) baking amongst others. Pupils describe them as educational and motivational, especially non-Jewish new pupils joining in the Sixth Form who say this helps them feel part of the ‘*Kehillah*’. Pupils are asked to evaluate key Jewish events onto post-it notes which are archived and used in future planning.
- Pupils engage with, and support, the local Jewish community injecting new life into it and becoming inspired themselves to develop into future leaders and contributors to the community. One way this is done is through the weekly *cholent* making session followed up by the pupils going to shul where they help prepare and serve what they cooked at the *Kiddush* (prayers and refreshments following the service). One parent shared, “My son recently volunteered to make *cholent* at the local shul to serve it on Shabbat. The school ethos is all about *kehillah* and helping the school and wider community, which is wonderful.”
- Pupils enjoy lessons that are mainly good with elements of outstanding and a few lessons with elements that require improvement. All lessons observed had pace that kept pupils attentive and engaged. Some lessons were teacher led with less opportunities for discussions, or links with spirituality and Jewish life outside the classroom or in the home. During an observed *Ivrit* lesson, pace and activities were of excellent quality, enabling differentiation (appropriate activities suitable for pupils of all abilities) and pupils were further supported by the outstanding relationship with the teacher. In a Year 9 *Ivrit* lesson, one pupil who found learning challenging, wanted to show inspectors how well they had done and how much they had learned.
- The school identifies gaps in learning within different groups, for example, boys achieved 21.1% grades 7-9 at GCSE and A Level, while girls achieved 39.2%. This is consistent with national trends. The school is implementing strategies to narrow the gap.
- King David High School has an effective and unified assessment policy, developed through a full consultative review with all departments; there is a seamless approach to assessment, marking and expectations that is applied across all departments; Jewish Studies is no exception.
- Jewish Studies and RS use formative and summative assessments that provide an on-going portrait of pupils’ learning, substantiated by three data captures on SIMS (School Information and Management System) throughout the year. Interrogation of the data capture is used effectively to identify pupils exceeding expectations or those requiring additional classroom help through use of other adults or other interventions. Information from SIMS is used to inform progress, with pupils in Jewish Studies showing a 0.46 above the average expected outcome;

this figure is slightly below the whole school figure of 0.60, an explanation was that “Jewish pupils have a lower starting point than their non-Jewish peers”. However, all pupils, including those with SEND are making above average progress. The 2023 cohort, in Year 11 is showing significant progress with a predicted outcome of 1.22 above the average. 2022 GCSE results showed that 29.7% of pupils attained grades 9-7 and 75% achieving grades 9-5, and 82.4% 9-4. These figures were significantly higher than GCSE 2019 results. At A Level 83.3% achieved grades A-C, with 50% achieving A*-B; these figures were a substantial improvement from 2019.

- Book scrutiny identified some good practice, such as asking interrogative questions for pupils to reflect on; some oral feedback was observed, but teachers need to record this in the books. All pupils’ books scrutinised demonstrated a real pride in presentation.
- On the whole, pupils engage well within JS, RS and *Ivrit* lessons, sometimes in an active, sometimes in a passive way. Behaviour is outstanding both within lessons and around the school. Pupils develop a moral compass based on their Jewish formal and informal education and a sense of belonging driven by the school’s concept of ‘*Kehillah*’, which inspires them beyond the school gates. Pupils gave enthusiastic responses in focus group interviews where they showed a real pride in the school. One pupil said they felt part of a real family since he had been in the King David school system from Nursery. Another pupil said learning JS makes them think about the bigger things in life. One pupil who went on the CTeens *Chabad* international programme offered to Jewish teenagers in the community, said that she felt so proud of being part of King David High School, she wanted to share this with other young Jewish people she met.
- Pupils benefit from hosting and participating in many initiatives and programmes which started since the last Pikuach inspection. The school organises an ongoing outstanding “Inspirational Jewish Figure.” guest speakers programme which hosted illustrious guest speakers such as the Chief Rabbi, Professor Robert Winston and Baron Simon Wolfson. The school also organised a concert by international Jewish band “The Maccabeats’ which drew in 450 people from across the northwest. King David High School were winners of the Inter-Jewish School debating competition. These initiatives help pupils feel part of the national Jewish learning and schools’ community.
- SEND pupils benefit from the input and guidance of the school’s SEND coordinator (SENDCO). The JS department works strategically and follows a whole school approach based on the national guidance and code of practice for SEND pupils. The SENDCO creates personal support plans for individual pupils and shares strategies with staff to implement them. She checks through learning walks that they are being used correctly. SEND pupils are included as part of the sampling used in the quality assurance tracking of the school and are tracked during the span of an academic year to monitor progress. Learning Support Assistants (LSAs) are expected to support 4 to 6 pupils in the class, which allows them to also support middle ability pupils. SEND pupils do extremely well in Jewish Studies and are forecasted to perform a grade over the average in their GCSEs this year.
- The Head of the Sixth Form embodies the character of the school in a rigorous approach to both informal and formal learning. Currently there are 100 students in Y12 and 75 in Year 13. A number of pupils from a variety of faiths have joined the Sixth Form from other schools. Newly enrolled pupils have an induction day, coinciding with the month of the *Chagim*; this helps to provide a spiritual introduction to school life. Pupils receive a “regular feed of Jewish values, so that by the end of the sixth form they become better people”. The Head of Sixth Form provides a daily bulletin that outlines the form and function of the daily act of collective worship, together with a Jewish message or ethic, supporting the Monday faith-based assembly on the *Parasha* (weekly *Torah* portion) of the week.

- There is also encouragement for students in the Sixth Form to volunteer and demonstrate “their commitment to *Kehillah*”, and students take on mentoring roles to younger pupils, or hearing children read Hebrew and English. There are key assemblies and gatherings focusing on diversity, as well as major *Tzedakah* (charity) campaigns such as Friends of Roots – a charity that brings together Israeli and West Bank Palestinians. Pupils in the Sixth Form talk about how the “value the school and its Jewish framework”. Pupils engage in leadership roles, and plan and run major Jewish events at *Chanukah* (the festival of lights) and *Purim* (Jewish festival that commemorates the day Esther, Queen of Persia, saved the Jewish people from execution by Haman, the advisor to the Persian king). Students are also encouraged to take part in the JLGB Duke of Edinburgh scheme.

Jewish Personal and Spiritual Development

- “Jewish personal development is key to the school’s ethos and ethical structure, making pupils to become good people” and this was born out in the range and extent of informal Jewish activities that populate the students’ week, providing pupils with broader development that includes their spiritual, moral, social and cultural growth.
- Within the formal curriculum all departments are required to include a Jewish element in their learning, such as in Food Tech to look at the role of food in the Jewish home.
- Discussions with pupils in all years demonstrated their devotion to the school’s sense of *Kehillah* and their pride in the school. They understood their relationship with “something above” and as one pupil stated their “spiritual dynamic.”
- A survey sent out to all pupils prior the Covid pandemic indicated that some pupils “didn’t feel Jewish enough.” This spurred the senior leadership team to inculcate a sense of “Judaism in their hearts,” through a variety of initiatives and activities to promote the “spiritual side of the school,” including:
 - Regular Shabbat assemblies and a weekly assembly based on the *sedra* (*Torah* portion) of the week.
 - Weekly mindfulness sessions.
 - A *Shabbaton* held in conjunction with Childwall Synagogue.
 - Mentoring from girls in a Manchester seminary.
 - The Headteacher including a meaningful Jewish message in the weekly newsletter
 - Regular guests visiting the school, and immediately prior to the inspection The Chief Rabbi was invited to the school, and an open and frank Q and A was held.

The impact on the school of these sessions is monitored through pupil surveys following major events, such as the *Shabbaton*, when pupils show they are able to articulate Jewish knowledge and spiritual insights and the way these impact on their daily lives and the choice they make.

- The school equips pupils with the resources to be able to respond to challenges and threats in modern society. In one RS lesson, the teacher had created a “court room” to enable the pupils to understand the nature of prejudice and discrimination, using the response of police at the Hillsborough disaster. At the end of an animated and highly participative lesson the teacher introduced the artist who had created the Hillsborough sculpture and how he was going to be commissioned to create an installation for the school as a memorial for the Holocaust. The pupils showed their enthusiasm and excitement that King David would become a centre for the communal gathering on *Yom HaShoah* (Holocaust Memorial Day).
- Discussions with pupils revealed their love for the school and Jewish learning, some have been in the King David campus since Kindergarten, and have enjoyed a seamless experience

of the King David Way and a sense of *Kehillah*. Pupils in Year 7 expressed their gratitude to the way that they were able to make the transition, lessening the anxiety that change often brings.

- Pupils and staff expressed their appreciation of the way that the Deputy head had revised, energised, and inspired Jewish life in school, organising activities and non-formal Jewish events, including providing meaningful gatherings that have ensured that the school is compliant with the statutory requirement on collective worship.
- Pupils acknowledged that the King David Way is not “just a set of rules but they will shape (our) future relationships with people.” However, they were less confident in talking about the Almighty and the role of the Almighty in people’s lives, one pupil thought that they were “insignificant compared to God”!
- The school provides the pupils with a range of support through exemplary and accessible safeguarding procedures supported by pastoral mentoring. Pupils stated that they were free and encouraged to share issues before they become problems; a student in Year 13 spoke of the “personalisation of the relationships between students and staff” in the spirit of *Kehillah* that exemplifies the King David Way, and a palpable inclusivity. Other students in Year 13 stated that that whilst there was a strong moral ethic, there was less of an attachment to the religious aspect.
- Pupils respond well and thoughtfully to experiences that develop their Jewish spiritual, moral, social and cultural values. Pupils in Year 7 shared their love of their pets, and pupils in Year 9 spoke about their love of Friday nights, usually with grandparents, and also were able to articulate their feelings of being in a special community. Y11 pupils engaged with CTeen, a *Chabad* initiative, and visited Crown Heights, where they’d “never seen so many Jewish people in one place.”
- The school prepares pupils for life in the Jewish and wider community, also promoting British values, by developing their understanding of fundamental Jewish morals and ethics, and how to translate this into day-to-day practice. Every year group has an opportunity to select a different charity to promote and support, and the school was inspired to support the Gabriel Project Mumbai as a direct result of the Chief Rabbi’s visit; other years are supporting a local children’s hospice, and the Sixth form are helping to provide everyday items to the homeless.
- The school’s portraiture is outstanding with every classroom door being represented by a key Jewish leader and there are quotations on many walls that reflect the school’s ethos, and additionally Jewish imagery seeps into every corner of the school.
- Pupils play a part in the wider community through JLGB and also with groups of pupils visiting non-Jewish primary schools to help them to understand the Jewish community. One parent stated, “the school has a strong sense of community and encourages the children to think ethically about others within the school community and wider. It is rare to find such a school with such a strong ethos, the school is academically strong but for me the most positive feature is *Kehillah*.”
- Pupils are proud of being part of the King David High School community. Discussions with pupils in all year groups demonstrated their devotion to the school’s sense of *Kehillah* and their pride in the school. One pupil stated, “They make sure everyone feels included.”

Leadership and Management

- Pupils at the school benefit from outstanding leadership and management because the leadership of the school, including governors, communicate the school’s essence, and a strong commitment to high standards of work, and to pupils’ spiritual development and well-being. Together with the Jewish Studies staff and local Rabbis, they have developed a shared clarity of where they want the school to be beyond the short term. The school’s ethos is based

on *kehillah* and the “King David Way”, including respect, appropriate behaviour, safety and striving for excellence. This is communicated regularly to pupils who know what their school stands for. Pupils know how to apply the concept of *Kehillah* and The King David Way to everyday life as was shared during pupils’ interviews. One pupil said, “segregation is so awful and there is nothing like that at King David High.” Another pupil wrote about faith and the school: “even if it isn’t real, it is good to have faith and something to fight for, to celebrate, to put effort in it, to get together and be a community!”

- The Headteacher uses the weekly bulletin to all pupils and families to include a Jewish message relevant to the time of year or a quotation from a contemporary Jewish source such as Chief Rabbi Lord Jonathan Sacks z”tl (May his memory be a blessing). One parent stated that :“The headteacher sends a weekly newsletter to all parents which goes into great detail about the forthcoming Jewish celebrations. This is really good for parents as it broadens our own understanding even though many are not Jewish themselves.”
- The school’s Headteacher and Deputy Headteacher, who is the acting Head of JS, work in unison, and together with the full support of governors and local Rabbis, have put King David High School back at the heart of the community and into the heart of its pupils, Jewish and non-Jewish alike. One parent explained that: “the school has a very strong sense of community and encourages the children to think ethically about others within the school community and wider. It is rare to find such a school with such a strong ethos. The school is academically strong but for me the most positive feature is *Kehillah*.”
- The shared leadership of the school is guided and motivated by the Deputy Headteacher’s vision. The school leadership is blessed with the gift of perseverance, passion and resilience and in their determination to not settle for anything less than excellence despite the challenges of finding suitable Jewish teaching staff. This has been recognised by parents as one shared, “There is so much passion and commitment shown by the Jewish Studies teachers and the Head of Jewish Studies, it’s infectious and my children are responding so well to it.” The school’s Headteacher and Deputy Headteacher are new to their roles since the last Pikuach inspection.
- Leaders set high expectations for teaching and hold teachers fully accountable for their pupils’ progress, by holding regular meetings, assessment and tracking, analysing of results, lesson observations and learning walks, and through the performance management system. Performance management targets include a JS/RE related focus, for example, managing the transition of Jewish Studies, introducing and integrating the new team and ensuring the continual development for the whole school.
- The Deputy Headteacher (acting Head of JS) and the Headteacher are the drivers behind the school’s motto and the King David way, leading the RE, JS and Ivrit teams with passion and dedication to create a meaningful Jewish education for all pupils. They have an excellent understanding of the school and the needs of its pupils and is therefore realistic about the strengths and areas for development necessary to develop all aspects of Jewish education at the school. The Self Evaluation Form (SEF) reflects what inspectors saw at the school. The SEF sets ambitious aims that are scaffolded in order to be achieved. Teachers rise up to the challenge and are on a trajectory towards effectively contributing to the quality of Jewish Education.
- Governors know their school well and led the changes that brought fresh professionals of high calibre to take leadership of the school. They acknowledge the excellence of the work done by the SLT (Senior Leadership Team) since last Pikuach inspection and supports their team. The Governors work hard to create a seamless and unified vision for both schools on the King David campus. They developed a post within the governing body to give the school’s Rabbi a governing role.
- The school invests and makes provision for CPD (Continuous Professional Development) for the staff in Jewish Education. The ‘NishNoshim’ group was created by Tilly Rosenblatt, a pupil who passed away at a young age, as a means to educate the staff at King David High School about the basics of Judaism so that they can be part of the Jewish ethos at the school. One

of the regular presenters described it as a rotation of three 20 minutes workshops on relevant Jewish topics done as a ‘speed dating’ style, where teachers rotate to attend all presentations.

- Leaders maximise opportunities offered by external Jewish agencies and have formed a working alliance with several Jewish organizations including Chabad, PaJes, The Office of the Chief Rabbi and JLGB. Pupils and staff benefit from external expertise that enhances their Jewish learning and experiences.
- Nish Nashim leadership committee made up of pupils, provides a working structure to enable and organise the school wide Jewish memorable events and celebrations thought the year. Pupils were very enthusiastic about Purim and how it was celebrated by every member of the school community.
- Safeguarding is exemplary. There is a seamless approach to safeguarding throughout the school. All visitors must sign in, and there was no entry beyond reception without a valid DBS. There was an effective triangulation between the pastoral leadership, academic leaders and the school; pupils knew to whom they could share issues before they become problems, and designated safeguarding teachers had their names prominently displayed in all areas of the school. The nominated safeguarding lead ensured that inspectors were made aware of his commitment and knowledge of safeguarding under the “Keeping children safe in schools” statutory guidance (September 2022).

What does the school need to do to improve?

- As Hebrew reading is used to support key areas of the Jewish curriculum and extra-curricular activities, the school needs to implement formal opportunities for Jewish pupils and those who have an interest in Hebrew language, to develop accuracy and a level of fluency in Hebrew reading. The school needs to develop a tracking system to ensure that continuous progress in Hebrew reading is monitored and addressed
- Teaching is not yet consistently good. In some observed lessons, pupils though engaged, learned Jewish knowledge and philosophy factually and passively. There were missed opportunities to link Jewish learning with the pupils’ life at school, outside, and in the home, making the learning more tangible and meaningful. Whether through formal or informal Jewish education and experiences, the pupils would benefit from a seamless integration of the two throughout all Key Stages and in the Sixth Form.
- The school has a comprehensive Jewish Studies curriculum to deliver which builds knowledge but rarely explicitly acknowledges the role of the Divine in their own or other people’s lives. *Hashem* (G-d) was seldomly referred to in either lessons or by pupils during the learning observed or in interviews. Pupils’ Jewish personal and spiritual development would benefit from more opportunities to acknowledge the Divine, and awe and wonder of the world around them through self-reflection, discussions and opportunities to learn from each other.

Statutory requirement for a daily act of collective worship (tefillah)	Met
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Summary of Questionnaires

Pikuach invited parents and carers of pupils at King David High School to complete a questionnaire about their views of the school. 101 people responded to the survey.

The comments below encapsulate their views:

- The school provides good Jewish education in lessons but also outstanding practice in wrap-around education; this includes celebration of all festivals and Shabbat, speakers and events.
- As said in my other comments, my child does enjoy and is inspired by his Jewish learning. Many ideas resonate with him, and he is developing a kind attitude towards life and society at large.
- There is so much passion and commitment shown by the Jewish Studies teachers and the Head of Jewish Studies, it's infectious and my children are responding so well to it.
- My child is feeling safe at school. He is confident, having friends in all year form, he is not into sports, he is into music, and school is supporting him in an excellent way. As a parent I am so happy that he goes to King David High School. I recommend the school to everyone.
- This school is a caring institution whose academic offering develops and improves by the year. Like school nationwide it has had to contend with many unforeseen difficulties over the last few years, but it has risen to the task. Its staff are dedicated and hard working. Its Jewish ethos ensures a caring, familial atmosphere. It is led well from the top and I hope it will continue for many a year to produce well-balanced, well-educated, young citizens.
- I know that both my children would have welcomed the opportunity to study Hebrew. They are very knowledgeable about the Jewish way of life and have a strong sense of community and social responsibility as a result. I do not believe that this would have been acquired at any other school. The Jewish ethos is very strong at the school and the staff are all to be commended.

Pikuach invited pupils at King David High School to complete a questionnaire about their views of the school. 56 pupils responded to the survey.

The comments below encapsulate their views:

- I am allowed to contribute in Jewish discussion as if I were Jewish myself and discuss how Judaism affects people.
- They respect my beliefs and other religions.
- I am not Jewish but have been given a through education on Jewish life, history, figures and beliefs.
- When we read extract from the Torah it makes me think a lot about myself and others.
- My Jewish learning has taught me to express my gratitude to my friends and family.
- We are asked deep questions that help us think and understand ourselves.
- Whilst I am not religious, my Jewish/Religious Education lessons allow me to reflect on the world around me and others' views.
- The survey doesn't make sense also I'm not Jewish it has questions saying 'my Jewish life' don't know what this is about to be honest.

Pikuach invited members of staff at King David High School to complete a questionnaire about their views of the school. 23 members of staff responded to the survey.

There were no quotes from staff in the survey.

GLOSSARY

WHAT INSPECTION JUDGEMENTS MEAN:

GRADE	JUDGEMENT	DESCRIPTION
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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	Requires Improvement	A school requiring improvement is not 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.