

# KING DAVID PRIMARY SCHOOL INSPECTION REPORT

---

Local Authority: Manchester City Council

Inspected under the auspices of Pikuach

Inspection dates: 17<sup>th</sup> & 18<sup>th</sup> June 2024

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

Type of school: Primary

School category: Single Academy

Age range of children: 3 – 11 years old

Mixed /Single sex: Mixed

Number on roll: 430

Chair of Governors: Mr Steven Wiseglass

Headteacher: Mrs Stacey Rosenberg

Address: Wilton Polygon, Bury Old Road, Manchester, M8 5DJ

Telephone number: 0161 7415090

Email address: admin@kdprimary.co.uk

School website: <https://kingdavidprimary.manchester.sch.uk/>

## Inspection team

**Lead Inspector:** Rebbetzen Esther Cohen

**Team Inspector:** Laurie Rosenberg

## Introduction

Inspectors make judgements on the following three Key Areas:

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

The inspection was conducted over two days by two inspectors who observed Jewish Studies (JS) lessons and individual groups reading sessions, and an *Ivrit* (Hebrew language) lesson. They also listened to pupils Hebrew reading of different ages and year groups.

They attended different kinds of *Tefillah* (collective prayers) assemblies and *Benching* (Grace after Meals) taking place separately in different year groups.

Inspectors had numerous, often detailed discussions with the Headteacher, Head of JS, Chair of Governors, representatives of the JS Governors committee, the school's Rabbi, teachers, teaching assistants, the SENDCO (Special Educational Need and Disability coordinator), and different members of the Senior Leadership Team (SLT)

They had discussions with the pupils' leadership team, Year 2, Year 4 and Year 6 pupils, and spoke informally with several other pupils and members of staff, parents and stakeholders during assemblies, lessons and around school.

Inspectors looked at children's work, their books, displays, pupils' projects, and photos and videos of past *Chagim* (festivals), celebrations and events. They looked at the different components of the JS curriculum, Hebrew reading assessment and tracking, JS assessments, and school documentation and policies.

## Information about the school

- King David Primary School is a larger than average Primary School. It is an academy and a Jewish faith school, serving the Jewish communities of Prestwich, Crumpsall, Broughton Park, Whitefield, Radcliffe and Bury. The school is situated on a spacious ground and is part of the King David Campus in the Cheetham Hill area of Manchester.
- King David Primary School has pupils from 3 years old in Preschool to Year 6. The large campus includes a private crèche and nursery as well as King David High School, 6th Form and Yavneh Boys and Girls. The school serves families from a broad spectrum of the Jewish community with varied level of Jewish knowledge and observance together with a 6% intake of pupils from other faiths.
- Currently there are 430 pupils on role with 39 pupils (9%) receiving Pupil Premium funding. There are 47 pupils on the SEN register, with 11 pupils having an EHCP and

27 pupils who are EAL. King David Primary School is a two-form entry school. There has been very little staff turn-over in recent years and most members of staff have worked at the school for many years.

## Inspection judgement Grade

<b>Quality of Jewish Education</b>	<b>1</b>
<b>Jewish Personal and Spiritual Development</b>	<b>1</b>
<b>Leadership and management</b>	<b>1</b>
<b>Overall effectiveness</b>	<b>1</b>

## What is it like to attend this Jewish school?

- King David Primary School is a warm and caring school where pupils feel valued, cherished and safe. The highly supportive, caring and respectful culture of the school is evident in the behaviour observed between pupils of all ages, between pupils and staff, between staff, Senior Leadership Team (SLT), Governors and throughout the whole school community. During their most recent Ofsted visit, the inspector stated that it was clear to see how proud the KD (King David) pupils are of the character traits they are taught. This is a school with happy pupils and a happy staff community who trust the leadership of the school and feel they can count on them. This is reflected in the very positive staff, pupils and parents survey.
- King David Primary School is founded on traditional orthodox Jewish values with a strong focus on loving-kindness, respect, spiritual development and the pursuit of excellence. Pupils talk about their learning with enthusiasm and can recall many meaningful experiences provided by the school in lessons, during experiential learning and through extra-curricular activities. A year 6 pupil said, “I like it here because we learn about being a light amongst the nations and when I move onto secondary school what I learn here will always be on my mind”.
- The excellent positive learning environment throughout the school is enhanced by meaningful and beautifully presented displays, showcasing pupils work and reflecting the values of the school. An ex-pupil, now a university student, spoke with pride about his artwork on peace which he did as a pupil at the school, which is still on display in the main hall. A current pupil worked at home to create a welcome sign. The sign was written in Hebrew and English with the message “Welcome to King David Primary School, at our school we learn about Israel and Judaism because they both hold a very special place in our hearts”. The school framed his artwork and put it on display to welcome visitors. There was visible pride on the face of the pupil as he talked about his work and the fact that his efforts had been recognised and put on display.
- The school is proactive in creating meaningful experiences for pupils which remain with

them long after they leave the school. The Head of JS is energetic and passionate about her role. Together with the Headteacher and supported by an excellent JS team, SLT and Governors, they have clear aims and vision for what they want for their pupils, academically and in their Jewish personal and spiritual growth. Parents were effusive in their praise to the school. One parent said that “The Jewish staff go above and beyond providing for my daughter a fantastic Jewish Education filled with fun activities, songs and crafts. My daughter comes home talking to me about the weekly *Parasha* (weekly Torah portion) and what she has learned in her *Dinim* (Jewish law) and Hebrew Reading lessons. She can’t wait to sing the songs at home and tell us about the festivals that are coming up. She’s also better at Hebrew reading now than I am and she is only 6! Overall, I have nothing but praise for the Jewish studies education my daughter receives at King David Primary School.”

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

### Quality of Jewish Education

- The school’s Jewish curriculum intent is strong and provides memorable experiences for all, including SEND (Special Educational Needs and Disabilities) pupils who are supported in their Jewish education by other adults under the direction of the SENDco (Special Educational Needs and Disabilities Coordinator) and their Jewish Studies teacher. Inspectors observed a Key Stage 1 (KS1) pupil with severe educational needs working with a one-to-one support. The child showed the ability to name several Alef-Bet (Hebrew alphabet) letters, sing songs and join with *Tefillah*. There is a strong emphasis on JS and secular teachers sharing pupils progress information so that they can meet individual pupils’ needs. The curriculum fosters pupils’ wellbeing and spiritual development stimulating them to want to give back to the Jewish and wider community. The curricula for Jewish Studies show high expectations of pupils’ ability to achieve, which is supported by the Jewish value – *VeAhavata Leraicha Kamocha* (You shall love your fellow as yourself). Inspectors observed lessons which are at least good or are outstanding.
- The head of Jewish Studies provides inspirational experiences and rich opportunities for high quality learning across the school, as well as supporting her staff to do so. It is evident that JS teachers have a firm and common understanding of the school’s Jewish curriculum intent, and what it means in practice, as was seen during learning walks and pupils’ work. Teachers have a secure knowledge of their subject and deliver lessons that are engaging, enthusing the pupils with a love for Hashem (God) and their Jewish learning. A parent shared that “the amount of work that the teachers put into the Jewish education and enrichment is very evident. The children are enthused and inspired to learn and participate”.
- The school’s implementation of the Jewish curriculum is consistently strong. The school has a serious purpose and intent which is delivered effectively. It is providing a high-quality Jewish education in a meaningful and sustainable way that matches the diverse community it serves. During the focus group interview with the Pupils’ Leadership Team, a pupil explained that “Judaism in the school is non-judgemental with something for everyone.” In lessons observed, pupils happily engaged with their tasks, many working with a peer or were helped by another adult in the room. In one lesson, children were taking part in the Etgar challenge, and used their tablets skilfully; there was a sense of gentle competition, but the teacher also used the quiz to develop and expand their

knowledge.

- The school invests heavily in supporting pupils to become competent learners. This is supported by motivational Jewish displays and the broader Jewish environment throughout the school. Initiatives such as a post box for asking Jewish questions or the Year 6 Heritage project which engage their families as well as the pupil community, enables them to learn from each other while learning about themselves and their roots in relation to their Jewish heritage. There is a sophisticated use of technology to support and enhance the learning that is taking place enabling all pupils to access the information in a lively and familiar manner in line with the school policy of adaptive learning. There were several examples seen of how adaptive learning is employed in JS lessons. One example is the use of a reading ruler which helps children to write Hebrew in lessons and to decode and read Hebrew words.
- The impact of the Jewish curriculum is strong. The great majority of pupils are keen learners as they move through the school. The children interviewed expressed their enthusiasm for their Jewish learning journey which takes them through ever more sophisticated tasks. A Year 6 pupil explained, "I like about this school that starting from pre-school we learn about all the Jewish stories, but as we go along and move up the school, we learn things, each year with more details. In Year 6 we learn with most details. We learn all of it!". Children understand the progressive learning steps which is in four stages that increases with sophistication and with a more challenging task for step 4. This is designed to stretch the more able pupils.
- Pupils' books are exemplary. Work is displayed with pride. Pupils use assessment for learning to self-assess by colouring the stars next to the steps of learning. This is then marked by teachers using the school's marking policy.
- The school puts an emphasis on pupil's Hebrew reading . Pupils showed confidence in their Hebrew reading and were able to participate in their Ivrit lessons and also to transfer these skills into their Jewish studies and *Tefillot* (prayers) One EAL (English as Additional Language) child who recently joined the school, was being effectively supported through adaptive learning. Children in Key Stage 2 (KS2), use Hebrew only text in their *Chumash* (bible) lessons which has encouraged them to become more confident and competent in their reading and understanding of the text. This is supported by teachers using technology in lessons and for their homework. The school continues to develop an increasingly sophisticated tracking system to enable them to monitor group and individual progress. In Jewish Studies, regular assessment takes place, using both formative and summative assessments which are mostly in digital format. However, they do not yet have a tracking system for JS. Next steps for the school would be to develop a JS tracking system built on the one used for Hebrew reading.
- Pupils express pride in their Judaism and proudly recount a range of memorable Jewish experiences. A pupil in Year 4 said "My best moments are lessons with the Friendship Circle. There are lots of people with disabilities... I never knew what people could do with disabilities. We asked lots of questions. We spent time with people with disabilities. I felt that they can do whatever they want". Memorable Jewish experiences and moments of learning recounted by pupils reinforce and bring into practice the school's value of *VeAhavata Leraicha Kamocha*, also strengthening pupils' connection with *Hashem* and Judaism.

## Jewish Personal and Spiritual Development

- The curriculum extends beyond the academic, and provides for pupils' broader development, including their spiritual, moral, social and cultural development. The school's Jewish Studies SEF (Self Evaluation Form) is a carefully crafted working document and inspectors agreed that it is an accurate reflection of what takes place in the classrooms, around the school and into the wider community. The school's aim is that pupils "should become the best person they can be through developing a love of Judaism", and this was evidenced by the enthusiasm pupils and teachers displayed in their pedagogy and children's learning, but also in partaking in activities that promote charitable giving. Inspectors were shown the results of a Year 6 shopping expedition to a local supermarket, where children were allowed to spend £14 per group to feed a family for a week. This activity honed their economic acuity, but also gave them joy when the goods were distributed amongst the local Jewish community.
- The school has strong links with local non-Jewish schools and reciprocal visits are made. In addition, children learn about different faiths' celebrations in assemblies, and the impact of this has given children pride in their Judaism, whilst being part of the British society, upholding British values that are displayed around the school. The school's intent and its implementation as well as the work observed in the Jewish studies department and wider school, support and encourage pupils to develop resilience, confidence and pride in their Jewish identity.
- The school fulfils its statutory requirement of collective worship. *Tefillah* is made beautiful, not just by the songs they sing, which inspires their *Tefillot*, but also the opportunities for reflection. Singing and learning familiar *Tefillot* gives them a connection and growing familiarity with the tunes heard in their *Shuls* (Synagogues). It was noted that children in KS2 *Tefillah* used their own siddur and were encouraged to write and decorate their own personal message on the cover; many of these messages were prayers for peace and showed a love of Israel. Before reciting the *Amidah* (Standing prayer), children are given silent time to think about their personal and private prayers. In an interview one child shared that she used the time to pray to Hashem for her great-grandmother and grandmother, both of whom were very ill; she explained how this gave her great comfort. In a conversation with Year 6 pupils another child shared that she prayed for Taylor Swift concert tickets. She explained that whilst she was disappointed, it helped her to have hope. KS1 can talk about their gratitude to Hashem while KS2 can articulate their understanding of Hashem's loving kindness and His presence in their lives.
- The school has as its core value *VeAhavata Leraicha Kamocha*, love your neighbour as yourself, and it is evident from observations, interviews and in classrooms that this makes an everlasting impression on its pupils. Pupils get the chance to nominate their peers for this special award every week, and they must justify the reason why a pupil deserves the award. Nominated pupils are presented with a certificate in the whole school assembly on a Monday morning, followed by the whole school singing the *VeAhavata Leraicha Kamocha* song together. This ethic is embedded into the whole school, for example, non-Jewish lunchtime staff also regularly nominating pupils when they see examples in the lunch hall or in the playground. Teachers are skilled in ensuring that the ethical impact of loving one's neighbour is reiterated in the formal curriculum. In one Year 4 lesson pupils were studying *parasha Veiyehi* and were engrossed in finding out more about the three visitors and Abraham's welcome to them. Pupils were able to quote the Jewish value of *Hasnachat orchim* (hospitality to strangers) and link that to loving one's neighbours.



- Pupils feel safe and cared for at school. Those interviewed all knew who to go to if they needed help. Behaviour around the school, in lessons and at other times is excellent; there is a sense of purposeful calm that permeates the school. Pupils feel prepared for and are excited by the next steps in their Jewish journey. Members of staff, whether Jewish or non-Jewish, are good role models for pupils' personal behaviour and attitudes. They uphold the spiritual environment of the school.
- Most pupils exhibit a keen awareness of the spiritual and display high levels of personal conduct. This was reflected in a focus group with the pupils' school's leadership team. Children in Year 6 applying for positions such as head boy and girl and their deputies. The Head boy shared that he was very proud to be chosen, but "found it hard to be happy when others were upset" and was pleased that the school showed empathy by finding other roles for children not chosen. This demonstrated the school's awareness of pupils' sensitivities and take action to avoid hurt. The pupils' leadership team organise assemblies and act as role models for the younger children, "the younger kids look up to us".

### Quality of Leadership and management:

- There is a seamless integration and shared vision between the leadership of the school, including governors. They can articulate and communicate the school's essence and vision, a strong commitment to high standards of Jewish academic work and to pupil's Jewish spiritual development and well-being. The school is aware of and has a great understanding of their pupils and families. It provides a function in keeping families connected through Judaism via their children's learning. The Chair of Governors explained how most of the 'touch point' for parents with school is through Jewish experiences, such as *Kabbalat Shabbat* (bringing in Shabbat), *Seder* (Passover meal), etc, helping parents learn about and connect to Judaism via their children's journey through the school.
- The headteacher ably supported by the Head of JS, has removed the perception that standards, delivery and importance of secular subjects were a higher priority than Jewish Studies. Together with her staff they have developed a shared clarity of where they want the school to be beyond the short term. Staff describe the headteacher's leadership as a positive relational approach which fosters healthy relationships with everyone benefiting from her compassion and support.
- The Head of Jewish Studies is an exemplary role model in her pedagogy and her commitment to the Jewish personal and spiritual development of the school community. She does this with love and energy, backed up by innovative and creative means of education. She leads by example. Her infectious enthusiasm inspires the pupils and staff across the school. Her work is highly praised by staff, pupils and parents. A member of staff shared through the survey that she "is the reason I love coming to work each day. I feel safe in my job and to voice anything to do with my job, pupils and anything personal... We have weekly meetings as well, when pupils progress and upcoming events are discussed, to help us get organised with as least stress as possible".
- The Chair of Governors has a deep understanding and a realistic grasp and long-term vision for the school. He displays an unequivocal support for the Headteacher and Jewish Studies team. The Governors have a clear, shared and ambitious vision for Jewish education and pupils' spiritual development and wellbeing. The Governors reflect the deep heritage of the school, with many of them being former pupils or parents of pupils at the school.

- The school is not complacent and consistently examines itself using effective reflective practice which is evidence based supported by comprehensive effective monitoring that ensures that progress is sustained. The Head of Jewish Studies works successfully to monitor, improve and support teaching, encouraging the enthusiasm of staff and challenging their efforts and skills to good effect. Lessons observation forms show the meticulousness in which learning walks are conducted. The feedback forms clearly highlight what went well in the lesson and what could have been better.
- The school's leadership ensures that teachers receive focused and highly effective professional development. Teachers' pedagogy consistently builds and develops over time, and this consistently translates into improvements in the teaching of the Jewish curriculum. All staff are able to access the school's weekly staff training sessions, and any extra JS specific training is held when all JS can attend, which has led to increased cohesion and collaboration between JS staff. Several members of the JS team either have or are undertaking professional courses such as NPQTL (National Professional Qualification for Leading Teaching), QTLS (Qualified Teacher Learning and Skills status) or Teacher training.
- The entire leadership team at King David Primary is committed to securing high standards of Jewish education for every pupil across the school. The leadership team works cohesively and effectively to provide pupils with the opportunity to experience Jewish life. All recommendations from the previous report have been successfully addressed.

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

- Next steps for the school would be to develop a Jewish Studies progress tracking system built on the one used for Hebrew reading. This will inform further curriculum development and identify pupils who are not meeting expectations or exceeding.

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

## Summary of Questionnaires

Pikuach invited parents and carers of pupils at School to complete a questionnaire about their views of the school. 87 people responded to the survey.

Pikuach invited pupils at School to complete a questionnaire about their views of the school. 100 pupils responded to the survey.

Pikuach invited members of staff at King David Primary School to complete a questionnaire about their views of the school. 39 members of staff responded to 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.