



King David Primary School Self Evaluation Form



Context

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. Currently we have 440 pupils on role with 23 pupils (5%) receiving Pupil Premium funding. There are 31 pupils on the SEN register, with 6 pupils having an EHCP and 27 pupils who are EAL.

King David Primary School has pupils from 3 years old in the Pre-school nursery to Year 6 and is on a large campus that includes a private crèche and nursery as well as King David High School, 6th Form and Yavneh Boys and Girls.

King David Primary School is a two-form entry school, with one year group- Year 4 that has three parallel classes.

Overall effectiveness: Outstanding

Evidence:

The school is 'outstanding' in all areas. The Ofsted report of March 2016 and the Pikuach- Jewish Faith Inspection Report of February 2018 both judged every category of the school Outstanding.

All groups make excellent progress overall, including those with disabilities and those with special educational needs (SEN). Our pupil outcomes, both attainment and progress are outstanding and our results are one of the best in the Manchester Education Authority and nationally and have been for many years.

The school has a very active, dynamic governing body led by co-Chairs who are both supportive and challenging. Along with the SLT they work tirelessly to ensure the school remains one of the top schools in the North West and in the UK.

The quality of teaching, learning and assessment remains outstanding and staff are continually developing and sharing good practice and are committed to ensuring the children learn through a broad, rich and balanced curriculum which promotes British and Jewish Values as well as spiritual, moral, social and cultural development. The school is a very harmonious community where relationships are excellent. Safeguarding remains our number one priority and the children in the school feel safe, well cared for and happy.

The school would like to ensure that pupils receiving Pupil Premium funding achieve in line with their peers and plans are in place to increase the amount of support and interventions provided for these children.

Key Priorities for Future Development:

- Improve outcomes for PP pupils

Effectiveness of leadership and management: Outstanding

Evidence:

At the last inspection the school was graded 'Outstanding' and staff and governors believe it remains Outstanding in this area.

The Headteacher, two Assistant Headteachers, Head of Jewish Studies, SENCo and Leader of Learning for KS1 work collaboratively and are effective in the continuous improvement of the school. There is a culture of both support and accountability.

One member of the Leadership Team has recently completed the NPQSL and another is due to complete it in July 2019.

For September 2019 a new leadership structure is planned that would include phase leaders. The present leadership team consists of some very experienced and mature teachers and to ensure succession planning the vision is to appoint some younger, aspirational teachers to supportive roles such as Deputy SENCo, Deputy EYFS Lead, LKS2 & UKS2 Phase leader. The process of advertising, interviewing and appointing will take place in the second half of the Summer Term. These positions would carry fixed term TLRs.

The Headteacher and SLT are held accountable by a well-structured Governing Body who have a wide range of experiences and expertise and are confident in analysing data to check on the schools' performance. The governors of the school take responsibility for developing their own skills and knowledge by attending regular training courses. Governors are rigorous in ensuring statutory requirements, they monitor policies and see that the school meets equalities legislation, and ensures child protection is tight and that Health and Safety legislation is well implemented. Governors play a significant part in the performance management of the Headteacher and ensure that the Senior Leadership Team are rigorous in applying the Teachers Standards when carrying Performance Management on teachers and other staff members. Governors attend sub committee meetings termly and also are keen to carry out Learning Walks on a regular basis.

The schools' leaders and governors have an accurate and clear understanding of the schools' effectiveness. The Headteacher meets monthly with the co-Chairs of Governors and the Governors sub-committees meet termly. There are four full governing body meetings each academic year. The Governing Body works in collaboration with the school and the Headteacher to ensure that the continuous improvement of the school is at the heart of everything we do. The governors play a strategic role and are well informed of the current school context and are proactive in carrying out their statutory duties.

Financial management is very strong and an inherited debt has now been cleared, after two years of very careful stringency. The Finance Sub Committee meets monthly and the Finance Officer has a very clear understanding of the school finances and very strict procedures are in place.

The views of staff, pupils and parents are taken into account by the school leaders and regular questionnaires are carried out. In the most recent parent questionnaire 91% of parents felt the school was well led and managed. Links with parents are strong with effective communication via emails, newsletters, a Facebook page and website. Parents are invited in frequently for weekly Shabbat assemblies, school performances, Phonics Bingo, SATs information events, Curriculum Evenings, Generation Lunches and many other social events. 95% parents agree that communication between school and home is good and 95% felt the school has a caring attitude. (Survey October 2018)

The Subject Leaders ensure that subject requirements are fully covered and teachers are encouraged to be innovative and provide memorable experiences such as the three Year 6 trips to London, North Wales and Waddow, the Year 5 Victorian day, the visit from Zoolab to year 1, Nursery trip to Heaton Park, Year 2 visit to an Art Gallery, Year 3 Trip to Spaceport etc.

There is a rigorous monitoring and evaluation calendar in place that is shared with staff and governors. Pupil Progress meetings take place each term and involve the Headteacher, Assistant Heads, SENCO, Head of Jewish Studies and relevant phase leader.

The school has chosen to adopt a new tracking and assessment tool "Balance." SLT had an initial training session then teachers attended a training session and two members of staff are leading the introduction and development.

The school has applied to become involved in a Maths Mastery Hub in the Manchester area. Two teachers will take the lead on this if the school is offered a place.

The school is linked with other local schools of different faith denominations. As well as reciprocal visits to celebrate various occasions and learn about different cultures we also do joint Key Stage moderations. The school is also linked to a school in Israel with whom we have Skype linked assemblies and letter writing experiences. The Headteacher and senior leaders also work closely with other Jewish Faith schools in the Manchester area.

There is a Pupil Leadership Team who regularly organise charity events in school and in the local community. The school has a House system and all pupils are in one of four houses. The house captains are elected by their peers and there are inter-house competitions each half term. Year 5 pupils regularly visit a local old age home to strengthen community links.

Whole school assembly takes place each Monday morning and is led by a different member of the Leadership Team each week based on PSHE themes or national events. There are also weekly house assemblies, led by the Y6 and Y2 House Captains, who are elected by the student body. Each Friday morning a Shabbat Assembly is held to celebrate the Sabbath and led by a rota of classes. Parents are often invited to these events.

The school's size enables it to provide a wide range of extra curricular activities such as basket ball, chess, Lamda, ballet, Young Voices, table tennis, guitar, piano. An advantage of being on a large campus attached to the High school also means pupils in KS2 all have a weekly swimming lesson in the pool on site as well as involvement in the High School drama performances such as Hairspray. Relationships with the High School are excellent and our Y5 and Y6 pupils attend taster days and go to the High school dining room for lunch so transition is very smooth.

Key Priorities for Future Development:

- Ensure that succession planning is secure
- Embed the new Balance tracking and assessment system

Quality of teaching, learning and assessment: Outstanding

Evidence:

The staff and governors believe the school is Outstanding in this area. End of Key Stage results suggest that teaching is impacting well on pupil outcomes. This is confirmed by lesson observations, book looks, regular analysis of pupil progress and pupil voice.

The leadership team ensures that outstanding teaching observed is consolidated and shared throughout the whole school in order to create a consistent approach to high quality teaching. The school has an open door approach to lesson observations and class teachers are very comfortable with members of SLT dropping in unannounced. Some members of staff were involved in a Lesson Study project with Edge Hill University and this coaching style of collaborative working has continued.

In order to ensure clear differentiation, class teachers use Learning Journeys to allow pupils to choose which step they work on and allows flexibility in how far pupils progress within a lesson or series of lessons. This approach encourages pupils to take more individual ownership of their own learning and progress.

Evidence from on-going monitoring-Book Looks, Drop Ins and Pupil Interviews shows that the quality of teaching is of a high standard. Senior Leaders carry out "Drop Ins" regularly and report that teaching is always good or outstanding. Monitoring identifies that all teachers pitch the objectives to have high expectations of all pupils. Pupils make rapid and sustained progress from their various starting points.

Class teachers plan, prepare, assess and moderate with teachers from the same year group and the quality of teaching, learning and assessment is regularly the focus of whole staff meetings.

Writing has continued to be a focus for the school and we have incorporated more opportunities for writing into our creative curriculum. We have made writing more visible throughout the school in our celebrations of learning. Writing opportunities also occur in Jewish Studies lessons so there is a clear overlap with secular lessons.

We are in the process of formalising the reading scheme into upper KS2 as we have moved away from small group guided reading. Children have been invited to engage with a Sponsored Read during the Spring Term and the children are involved in raising funds for a "Library Bus" in memory of a member of teaching staff who passed away suddenly in December 2018.

To celebrate World Book Day every year, pupils bring a clue about their favourite book to share with their classes. Each February we hold a Story Time Event where EYFS and KS1 pupils are invited to return to school in the dark, in their pyjamas to listen to bedtime stories while the parents browse a second hand book-stall.

Pupil Progress meetings take place every term and teachers meet in the Summer Term for a detailed transition meeting which includes the analysis of tracking data and a book look. All staff have an in depth knowledge of whole school data and are aware of the school development priorities. Teachers are also made aware of the pupils' previous KS outcomes and are expected to ensure that pupils make better than expected progress when compared to their starting points.

Although the number of pupils in receipt of Pupil, premium funding is low at 5%, all class teachers are expected to track these pupils and the funding is used to put in place interventions to help them to reach age related expectations or the higher standard. The parents of Pupil Premium Pupils also can access extra curricular activities for their children such as ballet lessons, guitar or piano lessons, sessions in the Out of School club or Breakfast Club.

The school is in the process of merging two small ICT suites into one larger suite in order to enable class teachers to take whole classes to the room to use the PCs and Raspberry Pis. The school also has a full class set of ipads that are timetabled to be used by the pupils to enhance their learning.

At present the teachers all follow our Marking `policy which was introduced in 2013, that includes "Tickled Pink and Green for Growth." The Leadership Team have maintained a strong focus on developing feedback and marking in books to ensure pupils know their next steps but we are at present researching more modern marking policies that would focus more on verbal feedback which is known to be effective as well as reduce teacher work load.

Key Priorities for Future Development:

- Pupil Premium
- ICT provision
- To review the Marking and Feedback Policy
- To establish a school library, possibly in a disused bus in the playground.

Personal development, behaviour and welfare: Outstanding

Evidence:

All staff have completed Level 1 Safeguarding Training and this is updated every two years. There are three Designated Safeguarding Leads in School, the Headteacher, one of the Assistant Headteachers and the SENCo. Two renewed their training in January 2018 and the other is due for renewal in Summer 2019. All staff members are highly aware of these roles and there is a strong culture of passing on concerns. The DSLs meet weekly to discuss any serious on-going safeguarding concerns or new concerns that have been raised by staff. Safeguarding is a standing agenda item at SLT meetings, Key Stage briefings and governors meetings. There is a safeguarding governor who is regularly given a summary update on safeguarding issues. The school regularly carries out fire drills and lock-down drills. There is an evacuation plan in place in the event that this is needed. The Community Security Trust (CST) visit school regularly and oversee these drills. All staff have taken part in training and are confident in supervising the pupils.

The school grounds are extremely well protected with secure fencing, security guards and monitored CCTV as well as a parental security rota and staff members wear security ID badges while visitors to the school are only admitted if they are expected and they are issued with a visitors badge. Future plans are to purchase an electronic checking in system for the staff and visitors.

The staff members have had Prevent training and this is renewed every two years. The Headteacher, Assistant Heads and three governors have completed Safer Recruitment Training.

A core team of staff members has completed "Team Teach training which includes the safe use of Physical restraint. We have a Physical Restraint Policy but it is rarely needed.

KS2 pupils receive Social Media awareness training in both ICT and PSHE lessons and from an external provider called Streetwise.

In Y5 and Y6 a programme called "Treasure Hunt" has been introduced in Jewish Studies lessons that supports the PSHE themes of kindness, respect and responsibility.

A large number of staff members have attended training courses on a variety of topics such as Mental Health, healthy eating, Autism and How Communication affects behaviour. The school has achieved a Bronze Healthy Schools Award and is working towards the Silver. A new RSE policy is in place. King David Primary is a healthy school and the only snacks that pupils are allowed to bring to school for break times is fresh fruit or vegetables. In addition to regular timetabled PE, games and swimming lessons the pupils engage with a large variety of extra curricular sporting activities such as basketball, gymnastics, football, table tennis and netball. All classes take part in the Daily Mile and as a result the children are healthier and more aware of the positive impact that physical exercise can have on their learning outcomes and lives in general. Pupils at King David can explain accurately and confidently how to keep themselves healthy and know how to make informed choices about healthy eating, fitness and their emotional and mental well being.

Pupils say they enjoy lessons with 88% thinking the school rules are fair. In a recent Pupil Voice activity on behavior, pupils said "The behavior system encourages us to try hard with our work." Pupils think teachers are fair and very clear about classroom routines and procedures. Observations identify very good behaviour for learning in almost all lessons and pupils have excellent attitudes to learning. Pupils listen to their peers and praise their contributions. Systems in place ensure that behaviour during transition times is outstanding.

Routines are well established throughout the school and all children are aware of the three rules- Ready, Respectful, Safe. Two Behaviour Coordinators were appointed at the start of this academic year and the new systems in place have reduced the number of pupils missing their lunch breaks as a consequence of poor behaviour. They further developed the established system of stars and smileys and have taken responsibility for presenting Bronze, Silver and Gold certificates when pupils have collected 80+ smileys. They also oversee the sanctions administered if a pupil loses 5 stars within one week and communicate

with parents if a child receives a negative. The Behaviour Coordinators keep a record of how many children have lost five stars and data shows a reduction in the number of persistent offenders. The vast majority of our pupils attend school with their full uniform and we are proud of how smartly dressed our pupils are.

The school has very low instances of bullying and all staff work consistently with pupils so they understand the definition of bullying and what to do if they are feeling bullied. Any instances of derogatory or discriminatory language are dealt with effectively. There have been no instances of permanent or fixed term exclusions in the last three years.

There is a wide variety of Lunchtime Clubs for the pupils to engage with such as ballet, chess, lego, football, recorder, Lamda-speech and drama.

Attendance rates at the school are good as is punctuality. There is a small number of pupils who are persistently late and targeted support work is carried out with these families. We have a member of staff who is attendance manager and she monitors whole school attendance and will send letters to parents if attendance is below 90%.

Key Priorities for Future Development:

- Mental Health & well being- staff & pupils
- Purchase an electronic visitors checking in system

Outcomes for children and learners: Outstanding

Evidence:

Overall the school judges achievement as outstanding.

Children enter Reception with attainment broadly in line with National expectations- working within the 30-50 month band. However, by the time they leave the school at the end of Year 6, attainment as well as progress is well above national average and has been consistently for many years. This can be seen in the SATs results 2016-18.

The cohort finishing Year 6 in July 2018 achieved an average scaled score of 93% in Reading, 96% in Writing and 96% in Maths. 45% of pupils achieved the higher level in Reading, 27% in writing and 51% in Maths. 20% of pupils achieved the higher level in Reading, Writing and Maths combined compared to 9% nationally.

89% of pupils achieved the expected standard in Reading, Writing and Maths combined, compared with 64% nationally. In addition those pupils achieving a score of 110+ is also significantly higher than the national average. 82% of pupils achieved the expected standard in SPaG and 22% achieved the higher standard. This is an area of focus for improvement.

According to our IDSR data the school's three year average reading attainment score (109.6) was in the top 10%. The three year average Maths attainment score (110.2) was also in the top 10% nationally.

In KS1- 89% of pupils reached the expected standard in Reading, 83% in writing and 91% in Maths. Reading at the higher level was 36% , writing 26% and 29% in Maths. The combined score at the expected standard was 83%, compared to 65% nationally. The percentage of pupils achieving the higher standard in Reading, Writing and Maths combined was 17%. As there was a noticeable difference between the percentage of girls achieving the higher standard in Maths, compared to boys, this is a focus for the present cohort.

As a result of a strong focus on the development of basic skills, pupils read widely and often and this is evidenced in reading records and close teacher assessment.

Phonics Screening- in 2018 90% of Y1 pupils met the required standard in the Phonics check compared to 83% nationally.

83% of the pupils leaving our EYFS department achieved the GLD compared with 71.5% nationally.

These outstanding results are achieved, despite the fact that 20% of the school week is dedicated to Jewish Studies and during Winter months school closes early on a Friday for the Sabbath.

Internal tracking at present, using our own adaptation of the Michael Tidd proformas, shows that pupils make excellent progress from their various starting points in Reading, Writing and Maths. All other National Curriculum subjects are also assessed, monitored and tracked by the subject leaders.

Key Priorities for Future Development:

- Maths –girls at higher level in KS1 & KS2
- Achievement of pupils receiving Pupil Premium funding to be in line with peers
- SPaG at higher level in KS2

The effectiveness of Early Years Foundation Stage

Evidence:

The school judges the Early Years Foundation Stage as Outstanding.

Outcomes for Children

Children enter the school broadly in line with national age related expectations. Children's outcomes continue to be high and children make sustained progress in relation to their starting points. These high outcomes at the end of EYFS have been consistent for many years. The percentage of pupils achieving their Early Learning Goals is 85% in July 2018. This is in line with 2017 and considerably above the National Average- 71.5%. 91% of girls and 79% of boys achieved GLD. Boys are above the NA for GLD. 2 pupils in this cohort have significant SEN. Pupil outcomes overall are in line with the expectations indicated by the schools tracking and assessment of pupil progress over the year. There are very few gaps in attainment between different groups of pupils.

Effectiveness of Leadership and management

The EYFS leader, together with her team, provides exceptional support and high quality learning experiences for all children and strives to maintain the highest levels of outcomes for all children over a sustained period.

The EYFS leader regularly attends leadership courses to keep up to date with national developments and provided CPD training for staff linked to the School Development Plan.

Quality of Teaching, Learning and Assessment

The quality of teaching and learning has continued to be outstanding and assessments are frequent and accurate. This enables teachers to plan consistently challenging activities that build on what children already know, understand and can do so they are continually moving forward in their learning. Independent challenges are provided for children to consolidate and move forward in their learning. The integration of Jewish Studies contributes to and enhances the learning experiences of the pupils. Children find the independent activities stimulating.

Activities are planned to enhance outdoor learning and reflect the learning objectives in the classroom. Improving the outdoor area continues to be on the School Development Plan.

All staff use 2BuildaProfile to record evidence. Assessment and planning covers all areas of learning for EYFS. This, together with evidence in books and professional knowledge of the children contributes to accurate ongoing assessment and tracking. The EYFS teachers moderate regularly together and also meet with EYFS professionals from other schools.

Learning is enhanced by visits from external providers such as African drumming workshops, history of Toys workshop, chicks hatching in the classroom, and growing live butterflies. Trips to the farm at Heaton Park and an Art Gallery also add excitement to the curriculum.

The school has registered to take part in the Reception Baseline Assessment Pilot for the STA.

Personal Development, Behaviour and Safety

Safeguarding procedures are rigorous and staff are exemplary in their observations of children and reporting to the Designated Safeguarding lead. Childrens' safety and wellbeing are greatly enhanced by the vigilant and consistent robust policies and procedures.

The EYFS lead is also a Designated Safeguarding Lead and we have two paediatric first aiders in the department.

Parents are very involved in their childrens' learning. Opportunities to experience how their children learn are provided through Phonics Bingo sessions, Early Writing, Maths and Phonics workshops where parents are invited to join in the activities with their children. In Nursery home and school learning is celebrated through a display board in the entrance. Parents and Grandparents are invited to join their children at our annual Generation Lunch and there are many opportunities for families to watch their offspring in Chanukah concerts, Shabbat parties, ballet demonstrations and sports days.

Recently a project has been set up to take our children to visit a local Retirement Home and build meaningful relationships with the older generation.

The whole school behaviour policy has been adapted for EYFS. Children receive certificates in class for collecting smileys so that the reward is more immediate as well as taking part in the whole school Bronze, Silver and Gold rewards. For some pupils the sanctions are adapted in line with their own interests.

Key Priorities for Future Development:

- Outdoor area