



King David Primary School



Self-Evaluation Form (SEF) based on the 2019 Ofsted framework

King David Primary School- 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 428 pupils on role with 31 pupils (7%) receiving Pupil Premium funding. There are 33 pupils on the SEN register, with 3 pupils having an EHCP and 27 pupils who are EAL.

King David Primary School is a two-form entry school.

King David Primary School has pupils from 3 years old in the Preschool 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.

There is very little mobility, with the vast majority of pupils remaining on campus throughout their whole school career.

The school was judged Outstanding in all categories in the most recent Ofsted report- March 2016 and also Outstanding in all areas in the most recent Pikuach Faith Inspection of February 2018.

In October 2019 the school received a letter from Rt Hon Nick Gibb, Minister of State for School Standards, congratulating us on the school's outstanding achievements in the 2019 Y1 Phonics Check results.

In November 2019 we had a Section 8 No Formal Designation Inspection "Deep Dive" in Modern Foreign Languages which did not alter the previous Outstanding judgement and the letter from the HMI was extremely complimentary.

Also, in November 2019 representatives from the DfE visited the school and the feedback about our ethos and values was extremely positive.

Despite the Covid-19 pandemic, the school had an attendance record of 95.56% in 2021-22 and there was one fixed term exclusion during this period.

There has been very little staff turn-over in recent years and most members of staff have worked here for many years. There is a higher number of teachers on the Upper Pay Scale than are on the main scale.

Areas for Development from last inspection

- Further develop the accurate tracking of progress in subjects other than reading, writing and mathematics, so that leaders and governors understand pupils' progress across the curriculum even better.
- Ensure that the pride pupils take in presenting their work in English and mathematics is consistently seen in other subjects.
- Implement leaders' plans to develop the outdoor space further in order that:—opportunities for further learning and development in

Progress measures

- Teachers now track pupils' progress in all areas of the curriculum at the end of each academic year, judging the pupils' abilities against Age Related Expectations as outlined in the National Curriculum Documents.
- Book Looks carried out frequently. Whole school and year group moderation to improve presentation and ensure teachers' expectations are consistent.

early years are maximised—in the Key Stage 1 and 2 playground, pupils have more opportunity to play in a larger area.

- A new trim trail was purchased and installed in the KS1/2 playground in 2018. An outdoor classroom is due to be installed in August 2022, alongside a multi-functional climbing frame in the EYFS outdoor area. Recycled equipment has increased outdoor activities. Pupils in EYFS now access Forest School weekly.

Performance Data- July 2022

KS2 SATs 2022	KDPS 2022	KDPS 2019	National 2022
Expected standard or above in Reading	83%	92%	74%
Expected standard or above in Writing	39%	91%	69%
Expected standard or above in Maths	87%	93%	71%
Expected standard or above in GPS	87%	82%	72%
Greater depth in Reading	31%	32%	27.7%
Greater depth in Writing	0%	33%	12.9%
Greater depth in Maths	23%	52%	22.4%
Greater depth in GPS	26%	28%	28.3%

KS1 SATS	KDPS 2022	KDPS 2019	National 2022
Expected standard or above in Reading	85%	81%	67%
Expected standard or above in Writing	71%	75%	58%
Expected standard or above in Maths	83%	81%	68%
Greater depth in Reading	15%	32%	18%
Greater depth in Writing	8%	33%	8%
Greater depth in Maths	23%	52%	15%

Phonics Check	KDPS 2022	KDPS 2019	National 2022
Year 2 (Dec 2019)	94%	-	No data
Year 1 (June 2022)	92%	98%	82%

Reception Good Level of Development	KDPS 2022	KDPS 2019	National 2019
GLD	84%	82%	65%

Quality of Education: Grade 2

Strengths (Evidence)	Areas for Development/next steps
<p>Intent:</p> <ul style="list-style-type: none"> • At King David, our curriculum is based on our core values and our Jewish ethos. • We follow a knowledge-engaged approach as we see our curriculum as a balance between knowledge and skills. • The school delivers high quality education in all areas of the curriculum. • Our curriculum was redesigned and sequenced with the aim for children to be well-prepared for success. • British values are well embedded. • We ensure children with SEND make appropriate sustained progress from their starting points. • The curriculum is adapted to meet the needs of children with SEND and is aimed at being as inclusive as possible so that all children feel engaged and supported to access the learning in a way that meets their individual needs. • Children are encouraged to become independent learners by making it clear what their next steps are and how they can get there. • We provide all children in KS2 with the experience of a modern foreign language. • Pupils are given opportunities to have experience outside of the national curriculum. • In music lessons, each year group has a different focus such as ocarinas in Year 3 and ukuleles in Year 4. <p>Implementation:</p> <ul style="list-style-type: none"> • All subject leaders have a good understanding and a good overview of their subject written action plans, curriculum overviews and are working on progression maps • Teachers have good subject knowledge and use high quality questioning to reinforce pupils' learning and to spot pupils' misconceptions. 	<p>Intent:</p> <ul style="list-style-type: none"> • To implement a rigorous process of school development to raise standards of writing. • To increase the percentage of pupils achieving the greater depth standard in Maths. • To improve the outcomes of pupils on Pupil Premium. • To continue to develop the foundation curriculum to create a broad and balanced curriculum that reflects the vision of KDPS <p>Implementation</p> <ul style="list-style-type: none"> • There is a writing action plan in place. • All class teachers to attend Dawn Robertson English courses • INSET Training on writing • Join a moderation cluster of local schools. • Purchase of Letter-join Handwriting scheme • Embed Power Maths across the school. • Deliver staff meetings on curriculum and ensure meetings of the four curriculum teams each half term. • <p>Impact</p> <ul style="list-style-type: none"> • The percentage of pupils secure and at greater depth in writing to be above national averages. • For pupils use cursive handwriting and presentation improves. • Pupils in receipt of Pupil Premium funds achieve similar outcomes to their cohorts. • The percentage of pupils achieving the greater depth standard and consistency of outcomes increases year on year

- There is very strong teaching of systematic synthetic phonics.
- Teachers have a good understanding of assessment and use this effectively to plan their next lessons.
- There is a focus on mastery in Maths teaching.
- There is a dedicated MFL teacher who teaches modern Hebrew across the school.
- Different musical instruments or musical focuses are taught in each year group.
- Pupils are given opportunities to investigate in Science lessons.
- All year groups experience educational trips to activities and venues that support their learning.
- Pupils have a wide range of extra-curricular activities to choose from such as art clubs, chess, football, table tennis, coding and robotic and the opportunity to learn to play musical instruments.

Impact:

- Children are happy in school and enjoy their learning.
- Our pupils are articulate and enthusiastic learners.
- Outcomes in Maths and Reading in 2022 were all above national average.
- Interventions support those pupils on the SEND register and those who have gaps in their learning.
- Teaching assistants deliver specialist input for phonics, dyslexia and well-being.
- Pupils learn to speak modern Hebrew to a high standard.
- Pupils' knowledge and understanding of science concepts is strong.
- Pupils experience a variety of musical skills throughout their journey through school.

Behaviour and Attitudes: Grade 1

Strengths (Evidence)	Area for Development/next steps
<ul style="list-style-type: none"> • Pupils enjoy school and have a very positive attitude to their learning. In a recent pupil questionnaire, 95% of pupils said they enjoyed school. • 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. • Routines are well established throughout the school and all children are aware of the three rules- Ready, Respectful, Safe. • The vast majority of our pupils attend school with their full uniform and we are proud of how smartly dressed our pupils are. • All teachers are encouraged to deliver lessons on Zones of Regulation and pupils in school can talk about their feelings and how they can bring themselves back into the green zone. • Pupils feel safe and know that staff take good care of them. 97% of pupils said they felt safe in school. • Adults and pupils promote and model a culture of respect. Staff treat pupils equally and ensure that the school makes everyone feel welcomed and valued. • Incidents of inappropriate behaviour are rare, dealt with quickly by teachers and responded to by pupils appropriately. • One pupil was issued with a one-day fixed term exclusion in the last 4 years. This was regarding internet behaviour towards another pupil out of school. • School is generally a calm, orderly, purposeful place, but with a sense of fun and energy about it that makes it distinctive. • Older pupils are excellent role models for younger ones. They are caring and attentive to any pupil who needs assistance or support. There are many opportunities for pupils to take on responsibility, as prefects, playground buddies or house captains as well as the Year 6 Pupil Leadership Team. • 	<ul style="list-style-type: none"> • Further embed Zones of Regulation • Continue to support attendance & punctuality post pandemic • Further develop pupils' understanding of online behaviour • Develop the role of Senior Mental Health Lead and the pastoral department of the school • Allocate a member of staff to train Lunchtime Organisers to increase activities at lunchtime.

Personal Development: Grade 1

Strengths (Evidence)	Areas for Development/next steps
<ul style="list-style-type: none"> • King David Primary is a Jewish faith school and our pupils receive a rich and varied curriculum. The Jewish Studies curriculum, which makes up 20% of the school day, • The “Torah, Well-being & Me” Curriculum provides exciting opportunities for cross-curricular collaboration and embeds well-being into their every day lives and can be used as a teaching tool and springboard for teaching positive values and life skills. • As a result of strong spiritual, moral, social and cultural development, pupils develop as well-rounded, thoughtful citizens, who take an enormous pride in their responsibilities and the part they play within the school community. • Pupils’ attitudes to learning in lessons are very positive. They successfully combine a focused and determined approach to learning with an energetic sense of fun • Pupils gain personally and emotionally from a wide range of high-quality additional experiences and extra-curricular activities such as football, ballet, skateboarding, coding and robotics, netball, Young Voices, swimming, drums, guitar & piano. • Our pupils are happy and enjoy learning, they are highly self-motivated and focused on their learning, • An Assistant Headteacher is developing the role of Senior Mental Health Lead and is being given time out of class to build a pastoral team. • Pupils across the school receive PSHE lessons through the 1Decision programme. • Efforts are made to ensure that all opportunities are available to all pupils, irrespective of their gender, financial background or academic ability. • Being part of a large campus, with a High School on site, our pupils in Upper Key Stage 2 have a very positive experience as they have a rigorous transition to secondary school. The Y6 pupils visit the High school for lunch, have taster days and access the facilities 	<ul style="list-style-type: none"> • To further develop the role of the Senior Mental Health Lead. • As the majority of our pupils have a Jewish faith background, we aim to further develop their experiences by delivering a Multi Faith curriculum to provide diversity.

such as the sports hall, drama suite and all our KS2 children access the swimming pool.

- Pupil voice questionnaires are carried out frequently.
- SMSC is embedded in the life and ethos of the school.
- British Values are celebrated successfully and integrated thoroughly.
- A School Council meets weekly and each class in KS1 and KS2 sends representatives to these meetings.
- The school has a sensory room that is available for all pupils with sensory processing difficulties.
- There is a wide range of extra-curricular activities on offer.
- Teachers plan interesting and exciting trips and visitors to enhance the pupils' learning and experiences.
- There are meaningful opportunities for pupils to make positive contributions to the wider community and become active citizens such as raising money for charity and visiting a local retirement home.
- Torah Well-being and Me curriculum is taught as a cross curricular subject. It is a framework of interventions that embeds well-being into the curriculum and is a teaching tool for teaching positive values and life skills.
- Visitors to school feedback positively about our pupils' behaviour.
- Parental feedback about Drawing & Talking Therapy is positive.
- Parents and grandparents are invited in frequently to watch concerts, shows, sports days and other events.
- We have built positive relationships with a local care home and our pupils have resumed their weekly visits.
- We support community charities such as The Friendship Circle and Chai Cancer care and run events to raise funds to support them.
- To support the staff members mental Health & well-being we have resumed offering Well-being Days, offer access to the Employee Support Programme, there is a well-being committee that meets half-termly and a well-being policy specifically for staff was implemented last academic year.

Leadership & Management: Grade 1

Strengths (Evidence)	Areas for Development/next steps
<ul style="list-style-type: none"> • A new full-time Deputy Headteacher, with responsibility for SEND has been appointed. • There are two Designated Safeguarding Leads who meet weekly to share information. All members of staff receive annual Safeguarding training and weekly updates in the morning briefing sessions. All SLT and governors' meetings have safeguarding on their agenda. All members of staff have been trained and know how to input information on CPOMS. • A member of staff and governor are responsible for Health & Safety and Facilities Management. They meet termly and any concerns are reported and dealt with promptly. • The governing body consists of two co-chairs who meet the Headteacher each month and more frequently if necessary. The governors, including staff and parent governors are a group of 12 professionals who come from varied backgrounds and careers who support the Headteacher in a variety of ways. The full governing body meets termly and the sub committees also meet three times a year, as well as the Finance committee that meets monthly. • Governors are committed and knowledgeable. They support and challenge the headteacher effectively and make a valuable contribution to the ongoing development of the school. • Policies are updated annually or bi-annually and approved by the governors. Any updated policies are shared with staff and posted on the school website. • The School Improvement Plan is updated regularly and members of the SLT have input to make sure it is a working document. • Senior Leaders carry out Pupil Progress Meetings three times a year to ensure all pupils are making expected progress or more than expected progress. • Members of staff are encouraged to attend training and courses and the weekly staff meetings provide professional development opportunities. 	<ul style="list-style-type: none"> • Embed the role of the new Deputy Headteacher/SENDCO • Appoint a Deputy DSL. • More members of staff to enrol on NPQ courses.

<ul style="list-style-type: none"> Seven teachers engaged with the NPQs last year. One more is beginning this academic year. 	
Early Years Foundation Stage (EYFS) Grade: 1	
Strengths (Evidence)	Areas for development/next steps
<ul style="list-style-type: none"> Children make good or rapid progress from their starting points. As a result, outcomes are consistently above National results. There is effective organisation and planning of the curriculum to meet the needs of all pupils. Children are enthusiastic learners. They have time to practise skills learnt and opportunities to rise to challenge. The teaching of Jewish Studies reflects the EYFS Framework and enhances the curriculum. Gathering of information for assessment and tracking is effective. Moderation and Pupil Progress meetings ensure progress of all children is tracked. There is a strong ethos of teamwork and collaboration amongst staff, combined with a strong Knowledge of EYFS Framework. This all ensures a safe, caring and nurturing environment for children is provided. Strong links with parents are promoted through activities and workshops for parents in school. 	<ul style="list-style-type: none"> Embed use of Little Wandle as chosen Systematic Synthetic Phonics Scheme. Continue to develop planning to enhance the teaching of early writing. Develop planning for outdoor activities linked to development of the outdoor area planned in Autumn term. Develop opportunities for activities that deepen the children's understanding of the world in which they live.

Overall Effectiveness: Grade Good

- Quality of education is good because there is a broad and balanced curriculum in place, teachers have good subject knowledge and reading is given high priority. There is a major focus to increase opportunities for writing in all areas of the curriculum.
- Outcomes are generally very good and above national in all key stages of the school, apart from in writing, for which we have implemented an action plan.
- Behaviour and attitudes are outstanding as our pupils are very keen to learn, have good attendance and respond well to the high expectations of the staff in terms of behaviour and achievement.
- Personal development is outstanding because pastoral care and the well-being of pupils and staff is of high priority across the whole school community. Pupils treat each other with respect and interact well. There are warm relationships between staff and pupils.
- Leadership and management is securely good as SLT have a clear awareness of the school's strengths and areas that require development and they are effective in addressing these quickly. The SLT see staff and pupil well-being as a priority and all staff understand the safeguarding requirements and are proactive.
- Governance is strong. 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 best schools in the North West and in the UK.
- EYFS is outstanding because the pupils make very good progress. The EYFS leader ensures the pupils benefit from an engaging curriculum and the dedicated staff provide a nurturing environment both in the pre-school and reception classrooms and in the outdoor areas.