

King David Junior and Infant School

Inspection report

Unique reference number	103444
Local authority	Birmingham
Inspection number	376906
Inspection dates	23–24 May 2012
Lead inspector	Mark Mumby HMI

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	246
Appropriate authority	The governing body
Chair	Barry Henley
Headteacher	Stephen Langford
Date of previous school inspection	21 March 2007
School address	Alcester Road Birmingham B13 8EY
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Age group	3–11
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Introduction

Inspection team

Mark Mumby

Her Majesty's Inspector

Dennis Brittain

Additional inspector

This inspection was carried out with two days' notice. Inspectors observed 10 different teachers during 15 observations of parts of lessons. Meetings were held with the senior leadership team, members of staff and representatives of the governing body. They held informal discussions with pupils in lessons and at break times. Inspectors took account of the responses to the on-line Parent View survey in planning the inspection, observed the school's work, and looked at a range of the school's documentation including that relating to pupils' learning, school improvement, safeguarding and governance. They took account of the responses to questionnaires returned by pupils, staff and 96 parents and carers. Inspectors also held discussions with a few parents and carers.

Information about the school

King David Junior and Infant School is a Jewish school which serves a culturally diverse community. It is of average size for a primary school. The large majority of pupils are from minority ethnic backgrounds; the largest group being of Pakistani origin which represents just over 40% of the school's population. Nearly half of the pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is similar to the national average. The proportion of pupils supported by school action plus or with a statement of special educational needs is much smaller than the national average. The school meets the government's floor standard which is the minimum standard expected by the government.

The school has achieved Healthy School Status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness	2
Achievement of pupils	1
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- This is a good school. Pupils’ achievement is outstanding as a result of good teaching, and positive attitudes to learning with strong support from parents and carers. The school is not outstanding because the quality of teaching is not consistently high enough throughout the school.
- Many pupils reach levels of attainment in reading and mathematics well above those expected for their age by the time they leave. Attainment in writing is above the national average.
- Teaching is particularly strong in the Early Years Foundation Stage. In other year groups, teaching is consistently at least good, with elements of outstanding practice. Teachers do not always use assessment well enough when pupils are working independently to check on understanding and then to provide additional challenge or support as necessary. Classroom routines are firmly established in Key Stage 1, but are less secure in Key Stage 2.
- Pupils behave well and adopt safe practices. Attendance has fluctuated over recent years, dipping below the national average on occasions. It is currently in line with the national average.
- The school’s leaders, including the governing body, have a clear understanding about the school’s strengths and areas for development. Priorities for development have been identified accurately and work to strengthen the quality of teaching is being successful. For example, the effective introduction of a thematic curriculum has contributed to pupils’ high levels of achievement, especially in Key Stage 2.

What does the school need to do to improve further?

- Improve the quality of teaching further so that the majority is outstanding by:

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- making more effective use of assessment during independent tasks to challenge and extend pupils' learning
 - ensuring that the well-established classroom routines already in place in some classes become firmly embedded throughout the school
 - developing the thematic curriculum to enable younger pupils to use and apply their basic skills across the curriculum more effectively.
- Ensure attendance levels remain at least in line with the national average by:
- working with parents and carers to ensure that their children attend school every day
 - helping pupils to understand the importance of good attendance.

Main report

Achievement of pupils

Children begin in the Nursery class with levels of knowledge and understanding similar to those expected for their age. This has risen in recent years; the attainment of older pupils when they began school was lower. In the Early Years Foundation Stage children show confidence in their speaking and listening skills. They apply skills they have developed through guided work well when working independently. Consequently, children learn quickly through their independent tasks when they are working alone or with other children. They achieve levels above the national average by the end of Reception.

Pupils in Key Stage 1 respond well to clearly established classroom routines ensuring that lessons flow smoothly. Pupils offer ideas readily and respond well to challenges. In Key Stage 2, pupils use their well-developed skills such as a good range of calculation strategies to solve mathematical problems. They have a secure understanding of appropriate scientific vocabulary. By the end of Key Stage 2, pupils have made outstanding progress to reach above-average levels of attainment. Approximately 40% of pupils in the current Year 6 are working at Level 6 in reading and mathematics, well above the expected Level 4.

Pupils have well-developed reading skills. Younger children successfully break down unfamiliar words to enable them to read them. Older pupils read a wide range of texts written by a variety of suitable authors. Pupils throughout the school enjoy reading and speak enthusiastically about the books they have read. Attainment in reading is broadly average at the end of Key Stage 1, but is above average by the end of Year 6.

The school has very successfully narrowed the gap in attainment so that all groups of pupils achieve equally well. It has been particularly successful in enabling the large group of Pakistani pupils to make accelerated progress. Accurate identification of

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pupils' needs and careful targeting of support has enabled the school to help disabled pupils and those who have special educational needs to make accelerated progress. Consequently, many of these pupils are quickly removed from the special needs register. The few pupils who remain on the register to the end of Key Stage 2 make at least the progress expected of all pupils.

Quality of teaching

Teachers use assessment effectively to plan lessons which meet the pupils' needs well. They make good use of technology to engage the pupils' interests and stimulate their imagination. For example, a Year 5 thematic mathematics lesson began with a strong sense of anticipation as pupils watched a short video clip from the winter Olympics before starting work to calculate perimeters and areas relating to a cross-country ski-ing course. During lesson introductions, teachers use questioning well to check pupils' understanding and ensure that pupils quickly engage in independent work. However, the use of assessment is less strong during the independent tasks. Consequently, teachers and other adults do not always take every opportunity to move pupils on in their learning as quickly as they could. Classroom routines are firmly established in the Early Years Foundation Stage and in Key Stage 1 ensuring brisk and smooth transitions between activities. However, routines are less-well established in Key Stage 2; this slows the pace of learning slightly on occasions.

Teaching assistants are deployed well. They work effectively alongside teachers to support pupils throughout lessons. They are particularly good at supporting disabled pupils and those who have special educational needs as well as those who speak English as an additional language. This helps to remove any barriers these pupils may face and enables them to make progress as quickly as other pupils.

Lessons provide pupils with good opportunities to work together and develop secure social skills. They participate in a good range of speaking and listening, drama and collaborative activities, enabling them to develop confidence. Pupils respond well to this approach which contributes to the good development of problem-solving in mathematics, for example. Pupils have opportunities to develop their investigative skills in science, but are occasionally confused because teachers do not always provide sufficiently clear guidance to ensure that investigations are fair tests.

Behaviour and safety of pupils

Pupils behave well around the school. They say that they enjoy school and feel safe. They have good attitudes in lessons, showing respect for one another and for staff. They show a good awareness of how to keep themselves safe in classrooms and outside. For example, children in the Nursery and Reception classes use a broad range of equipment safely. This positive view of pupils' safety is shared by parents and carers; 100% of the parents' and carers' responses to the inspection questionnaire agreed that their children feel safe in school. At break times, some pupils take on responsibility as play leaders; they are effective in engaging other pupils in purposeful and enjoyable play.

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A few of the parents and carers responding to the inspection questionnaire felt that the school does not deal with bullying effectively. However, the school's records and discussions with pupils indicate that pupils have a good understanding about different types of bullying and that there are currently no issues with bullying in the school.

Attendance levels have fluctuated over recent years, dipping below the national average on several occasions. The school has implemented a robust system to monitor attendance levels for different groups of pupils. It responds rigorously to unacceptable levels of absence and has maintained attendance levels in line with the national average for the current year.

Leadership and management

The school's leaders and managers, including the governing body are firmly focused on improving teaching to make this an outstanding school. School improvement planning is rigorous and is overseen by the senior leadership team with appropriate involvement of pupils, staff, governors, parents and carers. It is based on appropriate priorities and a thorough audit. This model has been effective in securing improvement since the previous inspection. Communications with parents and carers have been improved through a range of initiatives to improve relationships and promote pupils' learning. For example, curriculum workshops have enabled parents and carers to provide more effective support for their children at home. The success of work to improve learning in mathematics is evident in the good range of mathematical strategies being employed by pupils. There is a strong emphasis on professional development at staff meetings and teachers feel that they are supported well to improve their work.

The school assesses and tracks the attainment and progress of pupils very well. It uses this information to hold teachers to account for their work and to ensure that every pupil has equal opportunity to succeed. As a result, the school has successfully narrowed the gaps in performance between different groups of pupils.

The school is currently introducing a thematic curriculum which enables pupils to develop their basic skills across a range of subjects. This has been very well received by the pupils and is already having a positive impact on increasing progress, especially for pupils in Key Stage 2. The curriculum is enriched with a good range of visits and visitors to school. The school makes particularly effective use of the local area for art, physical education and social events. The school provides adequate opportunities for pupils' cultural development through topics studied in the geography curriculum and an annual culture day. The pupils support others less fortunate than themselves through fund-raising activities such as sending money to help a school in Kenya to build a new roof.

The governing body is very knowledgeable and receives clear and accurate information about the school's performance. Its rigorous approach to meetings and

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school visits as well as its conscientious regard to issues such as safeguarding ensure that it meets its responsibilities well. The school has robust systems in place for the safeguarding of pupils.

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	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



28 May 2012

Dear Pupils

Inspection of King David Junior and Infant School, Birmingham, B13 8EY

Thank you for making my colleague and me so welcome when we visited your school last week. We enjoyed talking with you and observing your lessons.

You go to a good school, and your achievement is outstanding. Many of you attain very high standards by the time you are in Year 6. The school is not outstanding overall because teaching is mostly good, rather than outstanding. The teaching in Nursery and Reception is particularly good. In the rest of the school you could learn more quickly if your teachers challenged you a little more during your independent tasks. In Key Stage 2, some of you don't settle down quickly enough when you move between activities on occasions. I have asked the school to improve these aspects of your lessons.

Your school has introduced a thematic curriculum which a lot of you told us how much you like. This is making a big difference, especially in Key Stage 2. In Years 1 and 2, your teachers don't plan quite as many opportunities for you to practise your English and mathematics skills in other subjects so I have asked your teachers to do this.

You told us that you enjoy school and that you all behave well. We could see that you play sensibly together and understand how to keep yourselves safe. Most of you come to school regularly, but a few of you miss too much school. Please try to attend school every day.

With my best wishes for the future.

Yours sincerely

Mark Mumby
Her Majesty's Inspector

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