

King David Primary School

Inspection report

Unique Reference Number	103444
Local Authority	Birmingham
Inspection number	286662
Inspection dates	21–22 March 2007
Reporting inspector	Liz Kounnou

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 on roll	
School	240
Appropriate authority	The governing body
Chair	Michael Wolffe
Headteacher	Stephen Langford
Date of previous school inspection	11 March 2002
School address	Alcester Road Moseley Birmingham B13 8EY
Telephone number	0121 4493364
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This Jewish school serves a culturally diverse catchment area. Pupils are drawn from various minority ethnic backgrounds, with the largest groups coming from local Jewish and Muslim communities. The proportion of pupils learning English as an additional language when they start school is above average. Fewer than average are entitled to free school meals. A smaller proportion of pupils has learning difficulties and disabilities than is typical. The school is similar in size to most primary schools. When children start school, their attainment varies widely but is broadly as expected for their age. Attainment on entry to the school was below average in previous years.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school that provides good value for money. Pupils achieve well and reach above average standards by the time they leave because teaching and learning are good. Pupils do very well in English throughout the school. There is good support for pupils who are learning to speak English as an additional language, especially in the Foundation Stage and Key Stage 1. This helps pupils get off to a good start. The most able pupils are challenged really well, often in small groups so that they make really good progress, particularly in English, mathematics and science. Support for those who find learning more difficult is equally good. In contrast, pupils in Years 1 to 3 make satisfactory progress in mathematics. They learn basic skills well, but are not as confident about using these skills independently in mathematical investigations.

Children in the Nursery and Reception classes achieve well because the quality of education is good. One parent wrote, 'The staff in the Nursery... are caring and a credit to the school.' The school is rightly proud of its good reputation for creating a harmonious and culturally diverse community. This is especially true for the younger children. Particular care is taken in the Nursery to integrate children from different cultural backgrounds well. Good use is made of children's home languages, including Hebrew, to support them as they settle into school.

The curriculum is good and helps pupils to develop good basic skills that prepare them well for their future education. Pupils enjoy school and speak enthusiastically about the good range of extra activities. Pupils know well how to stay healthy and say they feel safe at school because the staff sort out their problems.

Pupils' behaviour is satisfactory. Whilst the majority have good attitudes to work, there is some silly behaviour around the school and this is not always dealt with effectively. Pupils are sometimes confused about the school's expectations of their behaviour, and are not fully involved in setting appropriate expectations for themselves. Pupils do not have a role in making significant decisions about the school community. A substantial proportion of parents raised concerns about this and also about the way that the school communicates with them. Since the last inspection, the information available for parents has improved but many do not feel that the school always values their views.

Nonetheless, leadership and management are good. The tracking of pupils' progress is rigorous so that the school knows where teaching and learning are most successful and what needs to improve.

What the school should do to improve further

- Improve pupils' progress in mathematics from Year 1 to Year 3, and ensure that pupils know how to use their mathematical skills independently.
- Provide more opportunities for pupils to make decisions about the school, especially about how to behave in lessons and all around the school.
- Improve communication with parents so that all feel that their views are valued.

Achievement and standards

Grade: 2

Pupils achieve well throughout the school. Standards are above average in Year 6, and over time have been especially good in English. A decline in English results in 2006 has been tackled successfully and pupils in Years 3 to 6 make really good progress in reading. Mathematics results

are similarly good, showing substantial progress Years 3 to 6. The most able pupils are catered for very well and provided with interesting and challenging work that encourages them to think carefully and reach high standards. Those who have learning difficulties and disabilities are supported just as well because work is well matched to their needs so that they make good progress. From Years 1 to 3, pupils do very well in reading and make good progress in writing. In mathematics, their progress is slower, but nonetheless is satisfactory. This is because pupils know how to work out basic sums but are not confident in applying their knowledge to mathematical problems that they have to solve by themselves. In the Foundation Stage, children do well due to the good focus on developing their language skills. By the end of the Reception Year, standards are broadly as expected, with a good number of children reaching higher levels.

Personal development and well-being

Grade: 2

Pupils' personal development, including their spiritual, moral, social and cultural development, is good overall. Most pupils are pleased with the way they respect different religions and cultures. In the Nursery, children's eyes are aglow with anticipation in their learning. Year 6 talk about spirituality maturely and make comments such as, 'It is the way we look at the world.' The school's and parents' efforts have improved attendance to a satisfactory level. Pupils mostly have positive attitudes to their learning. They especially enjoy practical activities that are fun or challenging. Year 1 pupils liked working together to solve difficult alphabetical order tasks. Year 6 pupils love science because of the opportunities to 'try things out'. Pupils feel safe at school and older pupils routinely check the hall for hazards before a lesson can start. Well planned activities give pupils a good grounding in knowledge of healthy lifestyles and safe procedures. Pupils say this 'helps us to know important things for life'.

Pupils' social development and their contribution to the community are satisfactory. Pupils regret not having a systematic voice in the school community and miss not having a school council. Parents express concern that their children are not listened to enough. In Year 4, one said, 'We seem to have given up on these things.' Behaviour is satisfactory. As Year 6 pupils say, 'We have learned when it's time to mess about and when to concentrate, but not all children do this.'

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. A wide range of interesting activities in most classes motivates pupils well. For example, children in the Nursery have a lot of fun and often make their own decisions. Care is taken to ensure that the most and least able work at activities that help them to progress. Teachers regularly expect pupils to cooperate in groups and pairs. This helps them to develop good social skills and prepares them well for their future education. Teachers make careful assessments of pupils' work to plan the next steps for learning. Their marking is good and pupils take note of the comments made. In some classes, pupils are beginning to assess their own work, helping them to understand what they are doing well and what they could do better. There are differences in the way that teachers manage pupils' behaviour, sometimes from one lesson to the next, so that pupils are not clear about what is expected of them. As a result, their behaviour is not always sensible and parents raise concerns about this.

Curriculum and other activities

Grade: 2

The curriculum provides a good range of learning opportunities. The new system of planning sets tasks for groups of pupils and adapts the curriculum well to meet individual differences. Nevertheless, the development of literacy, numeracy, and information and communication technology (ICT) skills within other subjects is not well planned, so that there are missed opportunities to develop these key skills further. A good range of extra activities adds interest, promotes enjoyment and boosts subject knowledge. Pupils loved their recent 'book day' and got into the spirit of their favourites by dressing up and working with pupils from other year groups. The accommodation is sometimes cramped for the activities that have to take place within it. For example, the ICT suite is small and showing its age. This limits the range of activities that can take place in the suite.

Care, guidance and support

Grade: 2

Care, guidance and support for pupils are good and based on good systems to make sure that pupils achieve well. Tracking of pupils' progress is rigorous. The information gained is used well to support pupils of all abilities and help them move on in their learning. Pupils appreciate the good guidance given to help them to improve their work, and they are beginning to use learning targets to develop their skills further. Procedures for ensuring pupils' safety are robust and thorough, and pupils know good care is taken of them. However, both parents and pupils feel that the school is not always as clean as it might be.

The lunchtime menu is kosher and has recently been improved, but some pupils and parents from all communities are still unhappy about the choices. One parent summed up their views, 'I am concerned that my child does not eat enough... I worry that she really is not concentrating in the afternoons.'

Leadership and management

Grade: 2

A strong focus on raising standards lies behind pupils' academic success. Rigorous tracking of pupils' progress means that all staff and governors have clear information about how well pupils are doing throughout the school. This aspect of leadership and management is particularly strong. Leadership and management are good and underpinned by good systems for checking how well the school is doing. However, these systems do not fully involve consulting parents and pupils, and as a result, both parents and pupils feel that their views are not important. This is because the school has successfully focused on improving pupils' academic achievement rather than their personal development. The good improvement in standards demonstrates the school's good capacity to bring about improvement in other areas. Governors are fully involved in planning for school improvement. They are very supportive and are actively involved in plans to develop the school site and improve the facilities.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you all for making us so welcome and helping us when we visited your school. This is a good school and you are making good progress because teaching and learning are good. You know a lot about how to stay healthy and feel safe because the staff look after you well. The headteacher and senior staff work well together and regularly check how well you are all doing in your work.

Here are the things that we think are best about your school.

- Those of you in the Nursery class have a lot of fun and thoroughly enjoy learning each other's home languages, as well as Hebrew.
- You enjoy most of your lessons, especially the science experiments, and have a lot of chances to work things out with your friends.
- You are learning to read really well.
- Those of you who find the work easy have lots of things to do that make you think really hard.
- Those of you who find the work more difficult get plenty of help.

These are the things that we think could be better.

- In Years 1, 2 and 3, you know how to do your sums, but find it hard to work out mathematical puzzles by yourselves.
- You do not always behave sensibly in lessons and around the school.
- You do not have enough opportunities to make decisions about your school and how it could be better.
- Some of your parents are unhappy about a few things and feel that the staff do not always listen to them.

Thank you again for being so helpful and friendly when we came to see you.