

The KING DAVID HIGH SCHOOL
Manchester

SECONDARY SCHOOL
ACADEMY
COMPREHENSIVE (NON-SELECTIVE)
CO-EDUCATIONAL

DfE NO. 3524810

SCHOOL DEVELOPMENT PLAN

25th March 2021

YEARS 2021 - 2024

Statement of intent: Whole school priorities

This follows on from the previous School Development Plan for 2018 - 2021

MISSION STATEMENT

1. This is a pupil-centric school where everything revolves around pupils and what is best for them.
2. To achieve the highest academic standards for each and *every* child. To achieve standards for the more academically gifted children, which equal or surpass those achieved by schools in the independent sector and, similarly, to achieve the very highest standards for *all* pupils at *all* levels.

The governors believe that the higher the standards at the top end of the school, the higher the achievement throughout the school. The governors believe in setting standards from the top downwards, not the reverse.

3. To instil in every pupil a love for, and knowledge of, the teaching and practice of Judaism. To ensure that Judaism and the standards and values it sets (with its emphasis on duties and obligations, alongside privileges) are central to the pupils' broader education, thus creating generations of citizens who will contribute to and enhance the community and society as a whole.
4. To retain the warm, nurturing and caring atmosphere and to make sure that children are safe, happy and well looked after. The school believes that 'enjoying' school, apart from being a noble end in itself, enhances academic achievement.

The school looks to enhance pupil self-esteem and give them the confidence to develop their own personalities. The school does not want pupils to feel restrained in their surroundings but at the same time, boundaries are firmly in place to ensure that there is good discipline in classrooms, the uniform code is adhered to and respect is shown to teachers and to other pupils.
5. To instil in every pupil respect for everyone, for all faiths and none and to be accepting of and respecting difference in every respect, such as; colour, ethnicity, creed, lifestyle, etc [the '*dignity of difference*' – Chief Rabbi Lord Sacks].

PRIORITY NUMBER 1

ACADEMIC STANDARDS

Target

To continually improve academic standards for all.

To raise targets and *expectations* at all times and at *all* levels with a special emphasis on raising expectations and standards for middle achievers and for disadvantaged pupils

To raise levels and skills by extending and broadening subject knowledge, with a greater emphasis on '*self-learning*' - from a school system, to a learning system.

To continue the 'applied' / 'vocational' / less 'traditionally-academic' subjects' route to academic achievement for pupils for whom this is the best course to success, even if this means taking subjects which are not included in the government's 'best 8' formula [recognising that whilst this impacts on the school's VA rating, it is sometimes best for the individual pupil].

The school will continue its policy of (fluid) 'streaming' and 'setting'. The school will also continue its policy of 'mentoring' and provide support for pupils who require it either because they are exceptionally gifted or because they are not achieving their potential.

The school will implement additional 'catch up' learning programmes to help bridge the missing face-to-face teaching during COVID lockdown and periods of isolation

Financial Implication: The school's relatively low pupil / teacher ratio, which is more akin to that found in the independent sector, is financed by contributions from the KD Trustees [the charity]. 'Catch-up' funding is provided by DfE

Monitored by: Executive Head / Head / Deputy Head / Heads of Departments / Academic Lead

PRIORITY NUMBER 2

MONITORING of PUPILS' ACADEMIC PROGRESS

The school will expand and enhance tracking of pupil progress. Tracking will enable departments to improve their '**intervention**' strategies & practice where such a requirement is highlighted

The Deputy Head is tasked with monitoring pupil attainment with a view to implementing intervention or any other action required.

Financial Implication: Cost of Data Officer / time allocation to Deputy Head

Monitored by: Executive Head / Head / Deputy Head / Heads of Departments / Chair

PRIORITY NUMBER 3

RAISING STANDARDS of TEACHING

The school leaders are tasked with organising tracking of teacher performance.

Continual '**performance management**' of teachers as well as *unannounced lesson observations*, so as to ensure that every lesson is 'outstanding' [or as near as possible to it].

The Assistant Head is tasked with raising teaching standards by ensuring that '*best practice*' is cascaded down to every teacher. Less capable teachers will observe best practice and, if necessary, attend CPD courses

Financial Implication: Time allocation to the Assistant Head who is designated with the task of raising teacher standards.

Monitored by: Executive Head / Head / Deputy Head / Assistant Head / Heads of Departments

PRIORITY NUMBER 4

CURRICULUM DEVELOPMENT

The school will audit and develop the curriculum across subjects, defining intent, implementation and impact.

The school delivers a 'knowledge-engaged' curriculum whereby knowledge is taught in combination with skills (analysis, compare and contrast, interpret sources, writing balanced essays etc)

Financial Implication: None

Monitored by: Executive Head / Head / Deputy Head / Assistant Head / Heads of Departments

PRIORITY NUMBER 5

PUPIL WELFARE / PASTORAL / SAFEGUARDING / CONDUCT and DISCIPLINE / MENTAL HEALTH

Pupil safety and well-being are a top priority. Target remains: maintain and improve the standards of well-being, pupil safety, pupil happiness, conduct and discipline.

Closer liaison between pastoral care and safeguarding

The school will review all current procedures and make improvements as part of continually improving our safeguarding and wellbeing provision.

The safeguarding / well-being team has increased over the past five years and the aim is to keep that up. In addition, the school has two counsellors on site as well as an external counsellor who visits on a regular basis

The school will continue to encourage Sixth Form students to mentor Lower School pupils.

Mental Health is becoming an ever-greater issue. The school has set up a mini-lounge area for pupils to 'chill out'. The environmental 'allotment' gardening project is also intended to enhance mental health and pupil well-being

Greater 'whole staff' involvement in enforcing uniform and appearance policy.

Emphasis to be placed on creating 'model citizens' both in and out of school.

The Careers Advisor role [in place for some years now] will be expanded [see more below]

Financial Implication: Cost of expanded safeguarding / welfare team. Cost of counsellors.
Cost of careers advisor

Monitored by: Executive Head / Head / Deputy Head / Safeguarding Lead / Heads of Years /
Heads of Lower & Upper School / Safeguarding Governor / Welfare Governor / Chair

PRIORITY NUMBER 6

SPECIAL EDUCATION NEEDS [SEND], PUPIL PREMIUM, LOOKED AFTER CHILDREN

SEND, Pupil Premium and Looked After Children remain a high priority

The SEND leader and her team look after the academic progress of these pupils

Financial implication: Very significant as LAs have 'dumped' the first £6,000 required for each pupil onto schools.

Monitored by: SENCO / Deputy Head / Chair

PRIORITY NUMBER 7

PERSONAL, SOCIAL, HEALTH & ECONOMIC [PSHE] EDUCATION / SPIRITUAL, MORAL, SOCIAL & CULTURAL [SMSC] DEVELOPMENT

Expand & enhance teachings of Jewish religious values and traditions

Inter-faith activities and awareness of other religions

Expand and enhance provision of PSHE / SMSC / RSE / Citizenship / throughout the school, from Year 7 through to Year 13.

Expand and enhance the school's 'learning for life' programme, as the primary method to deliver quality PSHE / RSE / Citizenship / SMSC education, supported by a whole school ethos and outside agencies.

Expand and enhance 'peer-on-peer' abuse prevention, by providing a preventative curriculum through the 'learning for life' programme and via appropriate and regularly updated staff training.

Financial Implication: Greater time allocation to the PSHE / SMSC lead

Monitored by: Head of PSHE / Executive Head / Deputy Head / Chair

PRIORITY NUMBER 8

MOBILE PHONES, SOCIAL MEDIA & INTERNET

As part of the well-being programme, the school already prohibits any mobile phones (for years 7-11) from gate to gate. This ensures that pupils interact better with each other and use their free time for sporting and extra-curricular activities / socialising / reading / studying.

As a follow-on, the school will encourage parents to have tight controls on their children's use of social media. We will also endeavour to repeat the courses we ran for pupils, teachers and parents on the positives and negatives of social media and internet use and the control mechanisms available. The negatives inter-alia are; (i) risk of access to inappropriate sites; (ii) risk of too much time spent on the medium which is very harmful; (iii) risk of cyber bullying. The hope is that this will enable parents & pupils to control the medium rather than have the medium control them.

Financial Implication: Cost of courses

Monitored by: Head Teacher / Deputy Head / Head of English

PRIORITY NUMBER 9

MARKING & ASSESSMENT & DIFFERENTIATION

Continue better use of marking & assessment so that instead of simple marking, marking is used in a way which enables pupils to better understand what it is they need to do to raise their levels.

The school will continue to develop and expand its use of techniques for 'differentiation' within classes, to enable every pupil to reach their full potential.

Marking & Assessment is led by the Head of English.

Differentiation is led by Heads of Departments.

Financial Implication: None

Monitored by: Deputy Head / Assistant Head / Heads of Departments

PRIORITY NUMBER 10

SPAG

Whole school policy of improving spelling, punctuation and grammar for pupils and staff

Financial implication: None

Monitored by: Head of English

PRIORITY NUMBER 11

FINANCIALS, BUDGETS AND GOVERNORS' INVOLVEMENT

Targets

- A> To ensure expenditure is kept within budgets and where there are budget shortfalls, that these are made up by contributions from the KD Trustees [the charity].
- B> It is envisaged that during the time scale of this School Development Plan, state funding will continue to be grossly inadequate for the provision of excellence. Because the DFE / LEA diverts funds to schools which are perceived to have greater 'social' needs, King David School probably receives the lowest allocation per child in the city. In fact, the greater the school's academic success, the more it suffers financially.
- C> Whenever there are competing demands between the needs of the children (academic / pastoral) and the requirements of bureaucratic tasks, the needs of the children will always take priority.

Financial Implication: Positive

Monitored by: Treasurer / Governors' Finance Committee / Chair

PRIORITY NUMBER 12

CAREERS

To enhance yet further the in-house Careers Advice and Guidance [CEIAG] programme

CEIAG work is designed to ensure every student gains the confidence, self-belief, as well as the skills, knowledge and experience to manage their career progress.

A first class careers programme in line with the eight Gatsby benchmarks, preparing pupils for life beyond school and raising awareness of the options available to them

Financial Implication: Cost of in-house Careers Advisor

Monitored by: Careers Lead / Executive Head

PRIORITY NUMBER 13

CONTINUITY & SUCCESSION PLANNING

The school will aim to ensure continuity of leadership and management.

The school has already appointed a full-time Exams Officer and a Data Manager who support the leadership team

The school will look to appoint an Executive Head [or a CEO] so as to support and strengthen the school leadership team and to make this outstanding school even more 'outstanding'

[Update August 2021: Mr John Dalziel has been appointed as Executive Head and officially takes up his post as of 1st September 2021](#)

Financial Implication: significant cost of an Executive Head

Monitored by: Chair / Vice Chair

PRIORITY NUMBER 14

UPGRADE YAVNEH GIRLS' BUILDING

The school, with support of DFE, has plans to build a new building for Yavneh Girls.

The government grant is for £2.2 million and the trustees will contribute £100,000

Financial Implication: £100,000

Monitored by: Chair / Treasurer / Project Managers