

# KING DAVID HIGH SCHOOL

## INSPECTION REPORT

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Local Authority      Manchester

Inspected under the auspices of Pikuach

Inspection dates      1-2 February 2017

Lead Inspector      Richard Felsenstein

**This inspection of the school was carried out under section 48 of the Education Act 2005**

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Type of school      Academy

School category      Voluntary Aided

Age range of children      11-18

Gender of children      Mixed

Number on roll      794

Appropriate authority      The Governing Body

Chair of Governors      Mr Joshua Rowe

Headteacher      Mr Brian Levy

Address      Eaton Road, Crumpsall, Manchester, M8 5DY

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## **Inspection team**

**Lead Inspector**      **Richard Felsenstein**

**Team Inspector**      **Rabbi Howard Hirsch**

## **Introduction**

The inspection was carried out by two inspectors over two days. The inspectors visited 15 classes from Years 7-13 for lessons and parts of lessons, and attended *Teffilot (prayers)* and school assemblies. Some of the lessons were observed jointly with school leaders. Inspectors held meetings with the Chair of Governors, Head Teacher, Deputy Headteacher, Head of Jewish Studies, other staff and many pupils. The inspectors observed the school's work and looked at a range of documentation, including pupils' written work, the Jewish Studies curriculum, assessment documents, reporting and tracking documentation. The Senior Management team and Head of Jewish Studies played an active part in this inspection, including attending meetings with inspectors, and observing lessons.

The school's last OFSTED inspection took place on 6-7 May 2015.

### **The inspectors looked in detail at the following:**

- Outcomes for pupils in their Jewish education
- Quality of teaching, learning and assessment in Jewish Education
- Effectiveness of Leadership, Management, and Governance of Jewish Education
- Effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives
- Quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of Collective Worship (Tefillah).

## **Information about the school**

- King David High School is a large, mixed, Jewish faith-based, modern orthodox Academy School which has a strong Jewish ethos.
- There are currently 794 pupils on the roll including 224 pupils in the Sixth Form.
- The school has setting and streaming to meet students' learning needs.
- The High School is divided into the main campus and its Yavneh section. Yavneh meets the needs of more religiously observant pupils. More time is devoted to Jewish Studies in Yavneh by means of an extended day; there are 108 boys and 107 girls studying in Yavneh. King David Main School has three streams (based on academic ability/potential) for Key Stage 3. They are Solomon, Saul and David, and pupils are allocated a stream upon entry into Year 7. Within a stream, there may be an additional set.
- The main campus offers students a good range of Jewish Studies, and Yavneh extends the range by offering additional subjects including *Mishnah and Gemarah* (Talmud).
- Overall, pupils arrive at King David with well above the national test scores in English, Mathematics and Science at Key Stage 2. Entrance Assessment tests are set for Year 7 pupils in English, Mathematics, Science and Religious Education.
- The proportion of pupils who are disabled or who have Special Educational Needs is below

the national average.

- Pupils come from a whole range of socio-economic backgrounds. There are 50 pupils receiving the pupil premium of which 33 receive free school meals

## Inspection judgements

<b>Overall effectiveness</b>	<b>1</b>
<b>Outcomes for pupils in their Jewish education</b>	<b>1</b>
<b>Quality of teaching, learning and assessment in Jewish Education</b>	<b>1</b>
<b>Effectiveness of Leadership, Management, and Governance of Jewish Education</b>	<b>1</b>
<b>Effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives</b>	<b>1</b>
<b>Quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (Tefillah)</b>	<b>1</b>

### Overall Effectiveness is **OUTSTANDING** because:-

- Jewish values are embedded in the daily life of the school.
- The school's distinctive Jewish character has a high profile. This was evident as soon as inspectors walked into the school for the first time when outstanding displays made an immediate impact.
- Teaching is outstanding, and together with a rich, Jewish curriculum, contribute to outstanding learning and achievement.
- Pupils and particular groups of pupils have outstanding Jewish educational experiences at school and these ensure they are well equipped for the next stage of their Jewish education. Many pupils were interviewed by inspectors and the positive impact of their experiences at King David High came through in all the meetings that took place and during lesson observations in the classrooms.
- The school's practice consistently reflects the highest expectations of staff and the highest aspirations for pupils.
- Best practice is spread effectively in a drive for continuous improvement.
- Other principal aspects of King David High's work, including the quality of Collective Worship (*Tefillah*) are outstanding.
- The quality of leadership and management of Jewish education is outstanding, and leaders, including governors, have a thorough understanding of the school's Jewish educational performance.
- The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development enables them to thrive in a supportive and highly cohesive, learning community. This is evident in both the formal and informal aspects of life at the school.

## What does the school need to do to improve further?

- Continue to ensure that all marked work in Key Stage 3 contains targets to support pupils' improvement which they can respond to in accordance with the school's marking scheme.
- Continue to develop Key Stage 3 (Main) curriculum documents.

## Outcomes for pupils in their Jewish education are **OUTSTANDING** because:-

- Taking account of their starting points, the proportion of pupils making or exceeding expected progress is high in relation to their potential. This is consistently the case for all different groups of pupils.
- There is much evidence of tracking pupils within the Jewish Studies Department starting with a baseline assessment produced from the results of an entrance examination. The progress of each pupil is carefully tracked using the department's own system in addition to the whole school SIMS data management system. Pupils, including those in the Sixth Form make rapid and sustained progress across the Jewish curriculum, and learn exceptionally well.
- Regular assessments take place, data is carefully recorded and departmental meetings are arranged to discuss pupil progress and interventions that may be required. The department uses not only raw assessment data but also teacher input and the holistic view of the pupils' engagement in Judaism to make decisions about movements between sets. Assessment data is highlighted via colour coded targeted interventions, and this constant monitoring, together with outstanding teaching, ensures significant progression in the case of the majority of pupils, including those with Special Educational Needs. Inspectors looked at the tracking of pupil progress for the last three years, and this showed that pupils achieve exceptionally well in their Jewish Studies, and that their needs are constantly checked and reviewed, as a result of which they make outstanding progress through the different Key Stages.
- Jewish education has a very high profile within the school and learning activities provide fully for the needs of all learners. It was noted, for example, that in a lower attainment, Year 10 GCSE class studying the GCSE unit on 'Conflict and Suffering,' pupils were asked to create placards on the theme of "Protest." They highlighted key learning objectives linked to the theme of protest in a fun and creative way, enabling them to engage with the curriculum and demonstrate their knowledge and understanding.
- Inspectors found that in all lessons, in meetings and assemblies that pupils are able to articulate and apply their Jewish knowledge and skills in an age appropriate way. For example, in an outstanding Yavneh girls' *Tefillah/Assembly*, a girl was able to relate the idea of *Rachamim* (Mercy) to the *Sidra* (portion) of the week and to social action activities that the girls are involved in.
- At GCSE, pupils from their starting points in Key Stage 3, including pupils with special educational needs make more than expected progress. Religious Studies GCSE results in 2016, show that 86% of pupils got 5 A\* - C grades, and nearly 50% of grades were A\* and A.
- In the Sixth Form, pupils make rapid and sustained progress and *learn exceptionally well*. Religious Studies AS examination results in 2016 *showed that 100% of pupils gained A-C grades* compared to the national average of 64.4%.
- A2 examination results showed pupils attain A Level Religious Studies grades well above national averages. In 2016 93% of pupils attained A\* - B as opposed to the national average which was 50.8%. In addition, OFSTED's "dashboard" data for Religious Studies indicates year on year increased value added for King David High School.
- In Yavneh nearly 100% of pupils graduating go on to yeshiva or seminaries, fulfilling the aims, mission statement, ambition and drive of the school. Yavneh instils within its pupils high quality textual skills and a real love of Jewish learning.

- Evidence from lesson observations clearly showed that lessons were differentiated to enable pupils with a range of abilities to make significant progress in accessing the curriculum. In Yavneh this is further enhanced by small group settings and learning at the pace and level appropriate for each pupil.
- Pupils at King David High are very enthusiastic, highly motivated learners who display a thirst for learning and actively participate in Jewish Studies lessons. This was seen in all lessons visited by inspectors in both the Main School and Yavneh.
- Pupils are confident and display excellent Jewish understanding appropriate to their age and ability.

### **The quality of teaching, learning and assessment in Jewish education is OUTSTANDING because:-**

- Much of the teaching observed in all key stages and most subjects is outstanding and never less than consistently good. As a result almost all pupils including those who have special educational needs and the more able are making rapid and sustained progress. For example, in a mixed ability A Level Religious Studies lesson which looked at ‘Conversion,’ pupils were able to draw on personal knowledge and experiences and relate them to difficult ideas such as “the concept of perfection is only true about G-d”, which helped to develop their understanding as the lesson progressed – and was reflected in their responses.
- All teachers are given information about pupils with special educational needs and disabilities in order to inform their teaching. The Special Educational Needs and Disability Co-Ordinator liaises with the Head of Jewish Studies and with teachers when additional interventions are needed. Provision mapping provides an overview of the programmes and interventions used with different groups of pupils and guides the Jewish Studies staff regarding strategies that inform their planning and teaching. Jewish Studies Staff benefit from whole-school, Special Educational Needs and Disability training and whole-school Continuing Professional Development which take place during staff INSET days. Much smaller classes for the David groups ensure more focus is given to those pupils who need it.
- Teachers demonstrate excellent subject knowledge shown by the positive impact this has on pupils’ learning.
- Teachers general planning is excellent and extremely effective, with the strong Jewish ethos of the school being embedded into all aspects of teaching. Inspectors were given planning sheets, worksheets and differentiated tasks during the lessons.
- Teachers provide adequate time for practice to embed the pupils’ Jewish knowledge, understanding and skills securely. Different methods of assessment are used, including self-assessment and peer marking.
- In a Yavneh Boys 6<sup>th</sup> Form *Gemarah* lesson, the teacher displayed real sensitivity to the class. All the boys commented on the warm and relaxed style of learning in small groups. In this lesson there was clear evidence of support and interventions for pupils with reading difficulties and for re-engaging pupils whose interest in Judaism had previously been low.
- In Yavneh Boys’ English is sometimes used instead of Hebrew in order to meet the needs of the less able pupils. In addition, some pupils might be withdrawn from the main group for additional support. Ex pupils also, return to help and act as role models.
- In Yavneh Girls’ in Years 9 and 10, for those who struggle with Biblical Hebrew, differentiated material is given within the class, and a parallel group takes place where the focus is on Jewish Studies. Inspectors also saw some excellent examples of differentiated materials in Years 7 and 8.
- In a Year 7 lesson (Main School) there was clear evidence of prior assessment (on what pupils knew about *Avraham and Sara*) which enabled the teacher to gain an understanding of their knowledge and understanding and helped to inform future planning. There were differentiated tasks to enable all pupils, including those with special educational needs to complete the work allocated to them. In this lesson, pupils worked well and collaboratively on tasks, respecting each other’s views and input. A Year 7 pupil told the inspector “this is much

harder than in primary school, I am enjoying being challenged.”

- Year 8 Yavneh Girls were listened to reading Hebrew which was mainly accurate and fluent.
- In a Year 11 Yavneh Girls’ lesson a clear love of Jewish learning was displayed. The teacher inspires pupils to have a real love of *Rashi* and *Chumash*. There was an excellent atmosphere in the class of learning and a wonderful relationship with the pupils that is borne out of mutual respect, and a tremendous sensitivity was displayed. There was clear evidence of higher order thinking skills. The pupils have gained some excellent textual skills of translating, decoding, and analysis. One pupil remarked ‘I love these lessons; the teacher challenges us and makes us think.’”
- In another Year 11 class studying *Chumash/Rashi*, lower ability pupils had a similar positive relationship with their teacher who provided lots of praise, encouragement, and challenge. Outstanding Information and Communication Technology (ICT) skills were displayed by the teacher using an iPad as a vehicle to support the teaching.
- Parents are provided with clear information about their children’s progress in Jewish Studies/Education. The school sends a letter to parents early in the academic year, setting out not only when the school’s assessment weeks will take place, but also what the end of year expectations are in terms of achievement. When the tracking sheets are sent home, they include the level achieved together with target levels and effort grade. This information is also used at parents’ evenings.
- Through school trips to Israel in Year 9, Poland in Year 12, *Shabbatonim* and trips to Europe, pupils are provided with many opportunities to lead and practise Jewish rituals. At an outstanding Yavneh Girls’ *Shacharit* service, the girls *davened* (prayed) beautifully and with real *Kavanah* (intention).
- Throughout observations, inspectors saw how thoroughly the pupils understand and uphold the school’s values. Behaviour was outstanding in lessons and around the school.
- In a Year 7 upper ability set on *Passukim* (verses) from the *Chumash*, Pupils were able to explain and interpret the text for the inspector. One pupil asked the inspector “*excuse me sir what is meant by ‘estranged’ in relation to Avraham and Yishmael?*” There followed an excellent follow-up discussion. Towards the end of this Year 7 lesson, there was a real “wow” moment when pupils were asked to turn round and look at a display on the back wall where there was a GCSE display of *Avraham’s ten tests* – supporting the main focus of the lesson.
- Hebrew reading, translation, understanding and knowledge were outstanding in a Year 8 Yavneh boys’ *Gemara* lesson and progress was rapid and sustained. The teacher had excellent subject knowledge, and planning was meticulous. Assessment was regular and thorough throughout the lesson both orally and through written assessment. The inspector listened to a number of boys reading and was impressed by their fluency and accuracy.
- An outstanding Sixth Form boys’ *Gemara* lesson was observed where reading and translating the original text was of a standard associated with good *yeshivot*. Pupils were tested systematically and worked very well together. The teachers’ knowledge was excellent.
- A baseline Jewish Studies assessment test is given to each Year 7 pupil on entry into the school. This baseline assessment is followed by regular assessments, tracking and reporting to parents. There is a comprehensive school-wide tracking system (which includes Jewish Studies) and in addition an excellent Jewish Studies KS3 tracking system is in use.
- Very effective tracking systems are in place to frequently monitor, track and ensure progress in Jewish education. Pupils throughout the school are assessed in Jewish Studies four times a year in Year 7, three times a year in Years 8 and 9 and in Years 12 and 13. The first Year 7 tracking reports are sent home just after *Sukkot* in the pupils’ first term at the school.
- Marking and feedback is often very strong. Inspectors undertook a rigorous scrutiny of work books. There were some outstanding examples of marking where teachers’ comments were encouraging, incisive and targets were set; this was noted particularly in GCSE and A Level work books and folders (Main School and Yavneh), and in many books scrutinised in Key Stage 3 (Main School and Yavneh). In GCSE and A Level marking, comments were linked to exam board criteria, and there was clear evidence of peer marking and student self-assessment. Teachers have consistently high expectations. Throughout the school, this

ensures that all pupils, including those with special educational needs, have an understanding of the marking and success criteria. Teachers mark in “red” ink and pupils respond in green, creating an excellent dialogue about progress and improvement. Teacher feedback identifies the next steps required. Occasionally some feedback is not as helpful as that seen in the majority of classes, in these cases targets should be included to support pupil progress.

- Pupils when asked clearly knew how they were progressing in their Jewish Studies and what they had to do to make further progress.

### **The effectiveness of Leadership, Management and Governance of Jewish Education is OUTSTANDING because:-**

- The quality of leadership and management of Jewish education is outstanding. There is clearly a dynamic and creative vision for Jewish Education in which staff, governors and pupils strive consistently for excellence.
- Leaders, including governors, have a thorough understanding of the school’s Jewish educational performance and distinctiveness based on effective and insightful self-evaluation. This was clear in discussions with senior leaders, including the Chair of Governors.
- The work of governors is outstanding, and this is clearly a key strength of the school. The Chair of Governors involvement in the day to day running of the school is exceptional and central to the excellent progress the school is making in terms of achievement and its role in the local and wider communities. Governors’ support of senior leaders is constant and total and helps the Head, Deputy Head and Head of Jewish Studies drive the school further forward. The Chair of Governors meets pupils daily, and inspectors noted during lunchtime that there were huge queues forming of pupils who wanted to meet the Chair of Governors to share thoughts, ideas and/or ask questions.
- The Chair of Governors meets with the Jewish Studies Department once a month at which a wide range of school-wide and departmental evaluation and development issues are discussed. For example, as a result of these discussions, additional *tefillot* (prayers) have been introduced into assemblies and the school is very proud of the optional daily *minyan* (*full davening*) in the Main School. The Chair of Governors together with senior leaders and the Head of Jewish Studies constantly drive improvement.
- Leaders, including governors, focus relentlessly on improving teaching and learning and provide some professional development for Jewish studies teaching staff. An example of this can be seen where an unqualified teacher joined the Jewish Studies department and as a result of training, observations, feedback and support from the Head of Department and senior leaders, developed into an exceptional educator.
- Leadership is very strong in the Jewish Studies Department, led by the Head of Jewish Studies who inspires his colleagues - it is positive, supportive and collegiate. There appears to be a dynamic of *achdut* (togetherness) amongst them and a joint goal to which they are striving; i.e. to make the Jewish studies experience for each child as positive and rewarding as it can be. The leaders, including governors focus on the child as a whole looking to inspire him/her in his/her Jewish journey through positive experiences and by acting as excellent role models. They have a passion for their work which pupils recognise and in a number of cases go far above and beyond expectations.
- There is a highly robust system of performance management led by the Head and Deputy Head which encourages, challenges and supports the teachers’ improvement. Teachers are observed on a regular basis, discussions held and strengths and areas for development examined. The quality of insightful lesson observations and feedback to Jewish Studies teachers from senior leaders was noted by inspectors following joint observations. Evidence of the impact of staff training was noted also as teachers moved from Grade 3 (requiring improvement) to Grade 1 (outstanding) over time.
- Governors systematically challenge senior leaders so that the effective deployment of staff

and resources secures excellent outcomes for pupils in their Jewish education. Governors' do not shy away from challenging leaders about variations in outcomes for pupil groups. The Chair of Governors meets senior leaders regularly and challenges them to drive improvement with the focus very much on the individual child.

- The Head of Jewish Studies/Education focusses on improving teaching and learning, resulting in teaching that is generally outstanding and never less than good. Evidence from Inspectors' lesson observations, discussions and meetings shows that the Head of Jewish Studies/Education models excellent practice and works successfully to monitor support and improve teaching. Inspectors and pupils observed that the Head of Jewish studies is a very enthusiastic and dynamic educator encouraging staff to constantly move forward with teaching, learning and assessment. The Head of Jewish Studies/Education has an excellent understanding of the strengths and areas for development in all aspects of the school's Jewish Education. The department is constantly reviewing and developing its provision, and weekly discussions occur at the Jewish Studies Department's timetabled team meetings, in addition to regular informal discussions.
- Staff model professional standards in all of their work and demonstrate high levels of respect and courtesy to pupils and others.
- The leadership of the school including governors' monitors the school's formal and informal Jewish curriculum to ensure it provides highly positive experiences and rich opportunities for quality learning and contributes very well to pupils' academic achievement and their spiritual, moral, social and cultural development.

### **The effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives is OUTSTANDING because:-**

- The Jewish curriculum (formal and informal) very much enhances the ethos of the school.
- The curriculum has breadth, depth and balance to meet the needs of individuals and groups, providing pupils with their full entitlement of Jewish knowledge and experience and is customised to meet the varying needs of individuals and groups. Teachers have a full understanding of pupils' educational needs and lessons are planned thoroughly to ensure the pupils' full and active participation. In addition, classes are generally small enabling the teachers to spend time with individual pupils during the lessons.
- The school's Jewish curriculum, both formal and informal, provides memorable experiences such as the Year 9 Israel trips, Year 12 trips to Poland, Yavneh Girls' *Shabbatonim* and Yavneh Boys' annual heritage trip to Germany. These experiences are rich opportunities for high-quality learning and wider personal development and well-being. Many pupils commented on how much they enjoy the informal curriculum, one, for example, saying "I had a lot of fun making things and helping others," while another mentioned "inspiring talks and games and all related to *tefillah*."
- The Jewish Studies/Education formal Key Stage 3 Curriculum combines units on *Chagim* (festivals) with a newly created curriculum on *Chumash*. The new and developing *Chumash* curriculum is based on the narratives of the Books of *Bereishit* and *Shemot* and show how the events contained in them demand an ethical response to the world in the Twenty-First Century, making it relevant to the lives of the pupils and linking it to British Values and their Spiritual, Moral, Social and Cultural education.
- The informal curriculum has a wide range of activities in Years 7-13. In each year there is a full and rich informal Jewish Education Programme. In Year 7, this includes the *Yoni Jesner Award* and *Beat the Clock – an Inter School Jewish General Knowledge Quiz* started and developed by King David High. Year 8 also has the *Yoni Jesner Award* and sessions with *Gift* (*Gift's* objectives are to teach young people to GIVE and help people in NEED). The focus this year in Year 9 is the Campus Charity *Zichron Menachem*. In Years 10 and 11, there are lunchtime and out of school programmes run by *Aish*, and programmes including a range of guest speakers. Speakers include local, national and international rabbis together with speakers from Israel and the UK; they may be from the world of business or from



charitable organisations. Sixth Formers are involved in *Mitzvah Day* initiatives and in Year 13 the Yeshiva and Seminary Trip takes place. In relation to charitable work, one girl commented “I have learnt so much about other charities, and want to help much more now,” another said “I had a lot of fun making things and helping people.”

- In addition, key dates in the Jewish calendar are celebrated/commemorated such as *Yom Hashoah*, *Yom Ha-Atzmaut*, *Purim*, *Chanukah*, *Tu Bishvat* *Yom Yerushalayim* and *Shabbat UK*.
- Cross-curricular provision, placing Jewish topics in broader contexts, is mainly outstanding and never less than consistently good. The department takes opportunities to deliver Jewish education by cross curricular links such as *Chanukah Day*, which saw Key Stage 3 pupils engaging with Science and Geography departments to understand elements of the *Chanukah* story through the eyes of other disciplines. In addition, whole-school assemblies in Years 7-11 have taken place in which pupils present thoughts, ideas and news in other languages.
- Inspectors were extremely impressed with the links between formal and informal Jewish Studies/Education and the impact of one upon the other. This leads to memorable experiences for pupils and enhanced personal development
- All groups of pupils benefit from a highly coherent and relevant curriculum with outstanding outcomes in developing their study skills in the pursuit of Jewish knowledge, belief and identity.

**The quality of provision for pupils’ spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of Collective Worship (*Tefillah*) is OUTSTANDING because:-**

- The school meets legal requirements for Collective Worship through daily *Tefillah* (prayer).
- Pupils have many opportunities for Collective Worship, through assemblies, *Shacharit* (morning services), and school trips, including *Shabbatonim*. In the recent Year 9 -13 *Shabbaton*, pupils referred to “an amazing *Tochnit* (activity) the *Ruach* (atmosphere), “inspiring talks,” and a “once in a lifetime experience.”
- Pupils interviewed about the Year 9 Israel trip talked about a “trip of a lifetime.”
- The quality of *Tefillah* throughout the school is excellent with outstanding *Shacharit* Services in Yavneh and impressive davening and high quality spiritual messages and values in the Main School. When inspectors visited Yavneh Girls’ *Tefillah* they were struck by the excellent atmosphere and decorum and that the pupils’ were davening with real *Kavanah* (concentration, focus and feeling). The Yavneh Boys’ *Tefillah* was pupil led and *Shacharit* included prayers for the Royal Family, State of Israel and the Israeli army. The *minyanim* (services) encourage leadership and mentoring roles. Year 9 boys are paired up with year 7 boys to help them with reading and appreciation of *Tefillot*, and Year 11 pupils learn *Halachah* (Jewish Law) with Year 8 pupils. In addition, many alumni return to help pupils on different programmes and trips.
- In a Main School assembly there was a high quality presentation to pupils. A good Jewish idea linked the importance of treating minorities and those different to us with respect and concern, to British Values. Pupils were attentive and able to articulate the message at the end to the inspector.
- ‘Super Sunday’ takes place in Yavneh Boys once or twice a term where fathers and boys learn together and there is a *shiur* (lesson) with a key speaker.
- Pupils use a range of social skills promoted by Judaism both inside King David High and when away on school trips. What clearly came across was pupils’ willingness to participate in a variety of social settings, promoting strong Jewish values in co-operating well with others and respecting their views. Pupils spoke about this in relation to the recent *Shabbaton* and in relation to their social action and *Tzedakah* (Charity) work. Feedback is requested and given by pupils and parents and the information is analysed and used to develop and

- further improve future trips and events.
- The impact of the trip to Berlin for Year 10 boys was really powerful in adding to their appreciation and connection to textual sources they have studied.
  - This year's campus charity is *Zichron Menachem* and the pupils have a target of £12,000 to enable a Handicapped Wheelchair Lift to be purchased. Last year's charity was *Shaare Tzedek* and the Main School, Yavneh Boys and Yavneh Girls raised over £16,000 enabling the charity to purchase an ECG machine for the Neo Natal Unit and a Transport Monitor for the Trauma Unit. In addition to the main charities, King David also raises money throughout the year for a range of other charitable organisations, e.g. *Poppy Appeal*, and other local, national and international charities.
  - King David pupils are involved in many social action programmes, such as meeting the elderly at local old age homes, washing cars, helping with soup kitchens. This provision has a huge impact on all the pupils who are involved. Many pupils who were interviewed said how important it was to "give back" to the school and the local and wider communities. One girl in particular said that "The King David High" family and community atmosphere is excellent both inside and outside school."
  - Year 11 pupils interviewed about their experiences on the Year 9 Israel trip said that "Israel was a very enjoyable experience, it was great to see the culture of where Jews live, and it was really inspiring." Another pupil said "I have been to Israel many times but the King David High School trip, with my friends was a very special experience."
  - Jewish and British values are at the core of everything that occurs in the school, and King David promotes British Values that are common to all and understood by the whole community. Displays reflect the combination of those values and the Jewish and Zionist ethos of the school. Outstanding displays were very much in evidence from the moment inspectors arrived at King David High. In the main hall a huge banner was seen which included key Jewish and British values, rights of man, equality before the law, consideration for others and charity, kindness and respect. Values are much in evidence around the campus. *Gemara* learning was seen being linked to British Values and to English Law; for example, in Yavneh Boys the learning of the *Perek* (chapter) about finding lost objects washed up on the beach.
  - Year 11 pupils interviewed said how much they enjoy the "Ethics" part of the Religious Studies GCSE, "it's not just the Jewish aspects, but it makes us think." Another pupil commented that "even if you are not very religious, the teachers still relate what they teach to our everyday lives, they are not judgemental and it's a subject we can really voice our opinion on." When evaluating moral dilemmas, pupils referenced their Jewish learning as a guide for making decisions.
  - Pupils think deeply about their own, and others' experiences and try to relate them to a clear set of personal and Jewish values. They openly express their enjoyment of Jewish studies, and appreciate the warm friendly environment created in the school. For example, many pupils referred to the "family atmosphere", the "caring teachers" and the fact the pupils can "express opinions and they are always valued."
  - One Year 12 pupil interviewed commented that "one of the main things I have learnt throughout the school has been the moral code of what is right and wrong." The pupil said "when we looked at the Ten Commandments we related them to Jewish and British values and life in Manchester." Another Year 12 pupil in discussions about King David High said "there is nothing I would want to change."
  - Sixth form assemblies take place three times a week at which the Sixth formers' informal Jewish education experience is continued. Guest speakers are invited from a range of Jewish organisations from Israel, the UK and other parts of the world. These assemblies, educate, challenge and get Sixth formers involved in many aspects of Jewish life in preparing them for life after King David High.
  - Pupils have a very high-level of social skills that they apply appropriately in varied contexts, such as in class, in the corridor, in assemblies and in informal and formal situations. These skills clearly reflect the Jewish ethos of the school in a caring educational setting.
  - Pupils are keen to understand the world around them and their place within it, and recognise

their need to participate fully in the wider society. There are frequent opportunities to meet visiting speakers and organisations and attend cultural events in both Jewish and non-Jewish contexts. In the Sixth Form there is a regular programme of speakers from both inside and outside the school. Speakers may address current topical issues ranging from Judaism and the Jewish Community, recent topical political debates to life beyond King David High.

- There is a strong recognition of the links between Judaism and other religions. In RS GCSE and A Level lessons there were references made to other religions, and in one classroom there was a wall display of Jewish, Christian, Islamic, Buddhist and Sikh artefacts. In the new RS GCSE which the current Year 10 cohort has started, King David has decided to teach *Islam* as the second religion.
- The Head of Jewish Studies has developed a partnership between King David High School and the Manchester Islamic High School for Girls in order to develop links between the schools, increase knowledge about other faiths and exchange visits which have taken place. This initiative was discussed in the media – newspapers and BBC radio. Links have also been made with a Catholic School in Manchester.
- The Chair of Governors, Senior Leaders, Head of Jewish Studies and all members of the department talk to pupils about being excellent citizens, proud of their identity and being confident to “face the world.”

### **Views of parents and carers**

Pikuach invited all the registered parents and carers of pupils at **KING DAVID HIGH SCHOOL** to complete a questionnaire about their views of the school. The comments below encapsulate their views:

*“It’s a brilliant school.”*

*“Our daughter is in Yavneh Girls’, which provides the perfect balance of Chol and Limudei Kodesh.”*

*“I feel that Jewish Studies is taught sensitively and across a fairly broad spectrum addressing highly controversial subjects which are often not addressed in secular non-faith schools.”*

# GLOSSARY

## WHAT INSPECTION JUDGEMENTS MEAN:

<b>GRADE</b>	<b>JUDGEMENT</b>	<b>DESCRIPTION</b>
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupil's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not 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.