

# The King David High School

**Address:** Eaton Road, Crumpsall, Manchester, M8 5DY

**Unique reference number (URN):** 137309

## Inspection report: 23 June 2026

|                    |         |
|--------------------|---------|
| Exceptional        |         |
| Strong standard    | ● ● ●   |
| Expected standard  | ● ● ● ● |
| Needs attention    |         |
| Urgent improvement |         |

### ✓ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

### How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Achievement

Strong standard ●

Over time, pupils develop deep knowledge and skills across the curriculum because teaching builds securely on what they have learned before. As they move through the school, they produce high-quality work that demonstrates a depth of understanding. Pupils, including those who face other difficulties in their lives, develop and secure the important knowledge they need in reading, writing and mathematics. Pupils and students in the sixth form confidently and sophisticatedly articulate what they know and remember across subjects, using a clear grasp of subject-specific vocabulary.

In GCSE examinations, pupils consistently achieve above national averages across a wide range of subjects. Disadvantaged pupils and pupils with special educational needs and/or disabilities also achieve consistently well in external examinations. Students in the sixth form achieve equally well. Attainment across many A level subjects is significantly higher than national averages, with a large proportion of students securing the highest grades. Pupils and students in the sixth form leave with a range of qualifications that set them up well for the future. Many progress successfully to universities and other equally ambitious destinations.

### Personal development and wellbeing

Strong standard ●

The programme for personal development and wellbeing is far-reaching and thoughtfully tailored to the needs and context of pupils. Across the mainstream school and the two Yavneh units, leaders demonstrate a deep understanding of their pupils and community, and they use this knowledge to design provision that is highly relevant, responsive and sensitive to the school's context. For example, adaptations are made in response to events in the city and globally and there is a prevalence of discussions around racism, tolerance, respect and personal safety. This helps pupils of all backgrounds and faiths feel valued and welcomed in the school community.

A well considered curriculum for personal, social, emotional, health and relationships education helps pupils understand how to keep themselves safe and healthy, including online. Pupils develop strong understanding and respect for protected characteristics, different cultures, faiths and beliefs. These lessons have a positive impact on pupils' knowledge and enable them to view the world through a wider lens, appreciating perspectives within and beyond their school community. Pupils are supported to develop confidence, resilience and self belief. Experiences such as the Duke of Edinburgh award, 'safe drive' sessions and leadership roles empower pupils for life beyond school.

The school has an eclectic breadth of enrichment activities on offer and all groups of pupils participate well. Wherever there are barriers to participation, leaders identify these and address them. Pupils engage in many sporting, arts and musical activities. They value the trips, visits and external speakers available to them and speak enthusiastically about international trips to Washington DC, museum visits and 'science live' events. Leaders ensure that disadvantaged pupils are well represented in these experiences.

Pupils receive excellent care and support and value the wraparound work of the pastoral team. They know they can seek guidance with any worries.

Careers education is a strength at the school. Leaders' strong partnerships with employers ensure all pupils, including those who are disadvantaged, access meaningful work experience and meet a range of education, employment and apprenticeship providers. They are very well prepared for their next steps.

## Post 16 provision

Strong standard 

Leaders hold ambitious expectations for all students in the sixth form. These high aspirations are supported through an ambitious suite of A level and vocational subjects that enable students to succeed and progress to destinations aligned with their future goals. Students strive towards academic excellence and a significant number go on to well-established universities or prestigious yeshivas or seminaries in the UK, America and Israel. Students, including those who are disadvantaged, achieve highly and above national averages in their examinations.

Leaders have a clear and accurate understanding of the quality of teaching and curriculum delivery in the sixth form. Students, including those with barriers to learning, have consistently positive learning experiences and access high-quality teaching. Teachers are very knowledgeable. They support students consistently to deepen their thinking and apply their learning. Students can articulate their learning vocally and in sustained responses with sophistication, making nuanced links and reasoned arguments grounded in knowledge built effectively over time.

Students access a vast array of wider opportunities. They embrace opportunities to further equip themselves for aspirational next steps for example through attending lecture series, open days and Oxford university trips. Students flourish in leadership roles that enhance their readiness for adult life. They get fully involved in sessions that will help them in preparation for leaving home, including workshops such as 'stay alive' and CPR.

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## Expected standard

### Attendance and behaviour

Expected standard 

School leaders hold a clear commitment to securing excellent attendance for all pupils. Leaders have taken determined action to improve overall attendance and to reduce persistent absence, especially among those pupils with special educational needs and/or disabilities (SEND). The current attendance of pupils is in line with national averages and improving for pupils with SEND. When barriers to attendance arise, leaders work sensitively and thoughtfully with pupils and their families. For example, 'partnership plans' with parents, 'soft landings' and wraparound support from pastoral teams help these pupils so that their attendance improves.

Leaders' pivotal work to improve the culture of behaviour in the school is plain to see. Staff, pupils and parents appreciate highly the clear and decisive action taken by leaders to

establish a behaviour policy that is clear and sets consistent expectations for everyone. Pupils and staff share warm and positive relationships. Leaders have successfully reduced the frequency of negative behaviours in the school. They respond swiftly and appropriately to any incident, including if these occur online. Bullying and discriminatory language are dealt with promptly.

Typically, in lessons, pupils show positive attitudes to their learning and are keen to answer questions and contribute to discussions. Social times are a hive of activity, and pupils enjoy spending time with their friends and engaging in the array of activities on offer. Students in the sixth form are excellent role models to younger pupils. Leaders provide effective support to pupils, who have greater challenges in managing their behaviour.

## **Curriculum and teaching**

**Expected standard** 

Leaders have designed a well-sequenced and varied curriculum. The knowledge in each subject progresses logically from Year 7 to Year 13. This supports pupils to develop their knowledge over time so that they are well prepared for their next steps.

Teachers use their strong subject knowledge to deliver engaging lessons, including in the sixth form. Increasingly, they begin lessons by checking prior learning to help pupils recall what they have learned before. This helps pupils build securely on what they already know and can do.

Recently, leaders have introduced shared expectations for teaching. For example, they have rolled out research-led teaching 'habits' to help teachers design and deliver learning responsively to pupils' needs. This has led to noticeable strengthening in the delivery of the curriculum in practice. However, the implementation of some new approaches is more effectively embedded by some teachers and in some curriculum areas more than others. This results in some inconsistency in the quality of teaching. As a result, some pupils, including those with special educational needs and/or disabilities, do not learn as well as they could. Leaders recognise where the quality of teaching is less consistent and take appropriate steps to address this.

Pupils are well supported to develop the foundational skills and knowledge they need to access the curriculum. For those who need additional support, for example to become fluent and confident readers, appropriate support is put in place.

## **Inclusion**

**Expected standard** 

Leaders are committed to inclusion at The King David High School. Together with staff, they get to know pupils very well. Improvements to the systems they use mean that leaders identify pupils with special educational needs and/or disabilities and those who face other barriers to their learning accurately. Leaders continually review the support that all pupils receive to ensure it keeps them on the path to success.

Teachers receive clear and helpful information through the 'pupil passport'. Building on this, recent focused training and work with external partners has strengthened teachers' ability to use this information to adapt the delivery of the curriculum and use effective approaches to

reduce barriers to learning in the classroom. However, at times, some teachers do not use this information with enough precision to fully meet all pupils' learning needs in lessons.

Additional interventions, including therapeutic sessions and support from skilled staff in the 'back on track' space, provide further help for pupils who benefit from a calm start to the day or who need extra time to feel regulated and settled.

The school considers carefully how it uses additional funding, for example for pupils in receipt of the pupil premium, including investing in visual aids, loops for hearing impaired pupils, and supporting opportunities such as a theatre trip. Leaders judiciously select high-quality alternative provision for a small number of pupils who require this.

## Leadership and governance

Expected standard 

Leaders and governors have a deep understanding of their school community. They serve with clear guiding values and ensure that decisions made are in the best interests of pupils. Leaders take appropriate actions to improve, for example, in relation to behaviour. Their strategic focus on establishing a calm, purposeful culture has had a significant positive impact on pupils' experience in recent times. Leaders and governors understand the school's strengths and areas for development, for example, work is on-going to further equip subject leaders with the skills required so they can maintain a sharp oversight of curriculum delivery.

Leaders and governors have worked together to ensure that there is now absolute clarity in the strategic direction provided by those responsible for governance. This has helped the school go from strength to strength. Governors have ensured that the school has the resources it needs to improve at pace. They hold leaders to account using a range of information. They support leaders to make difficult decisions when required, keeping pupils' welfare and education at the heart of every choice. Governors fulfil their statutory responsibilities with diligence.

Staff benefit from a meaningful menu of professional learning opportunities that enable them to develop. Leaders refine this offer and ensure it meets the needs of the school. For example, staff engage in instructional coaching to hone their pedagogical approaches and contribute positively to the school. Leaders work effectively with external organisations and agencies, including welcoming support from school improvement partners to assure themselves that they are taking the right actions at the right time to secure meaningful impact.

Leaders are especially considerate of staff wellbeing and workload. Staff feel valued and part of the team. They are positive about the changes in the school and are proud to work here. Those in the early stages of their career appreciate the guidance provided.

## What it's like to be a pupil at this school

Pupils are proud to be part of the King David family. They thrive in a culture of warm relationships rooted in Jewish values. Pupils appreciate that adults know them well and help

them to feel welcome and well cared for. Pupils trust that adults will keep them safe. Pupils enjoy being at school and, as a result, typically attend well. Pupils say bullying is rare and that it is not acceptable at school. They are confident to report any worries or concerns they may have.

Pupils' experience of school has been transformed since the last inspection. Pupils and staff value the positive culture now evident across school life. Leaders set high expectations for behaviour, which are consistently taught, reinforced and embedded in daily routines. Clear procedures give pupils the structure they need, and everyone appreciates the consistent approach. Pupils understand what is expected of them. Most pupils behave well in lessons, creating a purposeful learning environment. There are positive relationships between staff and pupils, which underpin good attitudes to learning. Post-16 students also benefit from positive relationships with both staff and peers, reflecting the school's inclusive and respectful culture.

Pupils benefit from a broad and ambitious curriculum. Those facing additional barriers to learning are typically well supported to make progress through the curriculum. Achievement at both GCSE and A level is significantly above national averages and pupils are very well prepared for their next steps. Many students progress to a wide range of top universities or yeshivas and are well prepared to take their place in the world as confident young adults.

Pupils benefit from a range of enriching opportunities and experiences. Their talents and interests are fostered through clubs and extra-curricular activities that they engage with readily. Leaders are committed to ensuring that all pupils can access these and benefit fully.

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## Next steps

- Leaders should ensure that all staff use the information they receive about pupils' individual needs and barriers to learning so that all pupils' needs are met effectively.
  - Leaders should continue to fully embed their agreed teaching approaches to strengthen consistency in the quality of teaching across all subjects, both to secure and deepen pupils' knowledge and to ensure that pupils make as much progress through the curriculum as they can.
  - Leaders should ensure that all subject leaders are well trained and supported to monitor their subject curriculums effectively, so that both curriculum delivery and pupils' learning are consistently as strong as possible.
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## About this inspection

This school is part of The King David High School academy trust, which means other people in the trust also have responsibility for running the school. The trust is a single academy trust overseen by a board of trustees, chaired by Stephen Elias.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.



Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with the headteacher and other senior leaders, including the special educational needs coordinator and the designated safeguarding lead, during the inspection. Inspectors also spoke with a representative of the local authority and members of the board of trustees, including the chair of the trust.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The school makes use of one unregistered alternative provision for a very small number of pupils.

The school has undergone a significant change since the last inspection. There have been new senior leaders appointments including the headteacher, deputy headteacher and assistant headteachers. In addition, there has been a change to the Chair of the Trust and several new members of the board have been appointed.

The school is a standalone academy.

The school is registered as having a Jewish religious character. Its last section 48 inspection took place in February 2017. This is a mixed-sex Jewish school. Within the school, there are three units: a main mixed-sex school, Yavneh Boys and Yavneh Girls. The two Yavneh units are single sex.

Headteacher: Tracy Basger

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### **Lead inspector:**

Kate Bowker, His Majesty's Inspector

### **Team inspectors:**

Kevin Sexton, Ofsted Inspector

Andy Burton, Ofsted Inspector

Catherine Sloan, Ofsted Inspector

## **Facts and figures used on inspection**

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 23 June 2026

## **School and pupil context**

## Total pupils

**778**

Below average

### What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

## School capacity

**775**

Below average

### What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,154

## Pupils eligible for free school meals (FSM)

**19.02%**

Below average

### What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

## Pupils with an education, health and care (EHC) plan

**2.31%**

Close to average

### What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.



National average: 3.09%

**Pupils with special educational needs (SEN) support**

**22.11%**

Well above average

**What does this mean?**

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

**Location deprivation**

**Well above average**

**What does this mean?**

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

**Resourced Provision or SEND Unit (if applicable)**

**No resourced provision**

**What does this mean?**

Whether school has Resourced Provision or SEND unit (if applicable).

**All pupils' performance**

**English and maths GCSE**

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 59.3%       | 45.4%            | Above                          |
| 2023/24 (final) | 69.0%       | 45.9%            | Above                          |
| 2022/23 (final) | 66.2%       | 45.3%            | Above                          |

## Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 55.4        | 46.1             | Above                          |
| 2023/24 (final) | 57.8        | 45.9             | Above                          |
| 2022/23 (final) | 57.3        | 46.3             | Above                          |

## Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 0.50        | -0.03            | Above                          |
| 2022/23 (final) | 0.24        | -0.03            | Above                          |

## Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

### Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 33.3%       | 25.8%            | Close to average               |
| 2023/24 (final) | 46.7%       | 25.8%            | Above                          |
| 2022/23 (final) | 36.4%       | 25.2%            | Above                          |

## Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2024/25 (final) | 43.7        | 34.9             | Above                          |
| 2023/24 (final) | 53.3        | 34.6             | Above                          |
| 2022/23 (final) | 43.9        | 35.0             | Above                          |

## Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National average | Compared with national average |
|-----------------|-------------|------------------|--------------------------------|
| 2023/24 (final) | 0.56        | -0.57            | Above                          |
| 2022/23 (final) | -0.15       | -0.57            | Above                          |

## Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

## Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2024/25 (final) | 33.3%       | 53.1%                            | -19.8 pp                |

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2023/24 (final) | 46.7%       | 53.1%                            | -6.5 pp                 |
| 2022/23 (final) | 36.4%       | 52.4%                            | -16.1 pp                |

### Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2024/25 (final) | 43.7        | 50.4                             | -6.7                    |
| 2023/24 (final) | 53.3        | 50.0                             | 3.3                     |
| 2022/23 (final) | 43.9        | 50.3                             | -6.4                    |

### Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

| Year            | This school | National non-disadvantaged score | School disadvantage gap |
|-----------------|-------------|----------------------------------|-------------------------|
| 2023/24 (final) | 0.56        | 0.16                             | 0.39                    |
| 2022/23 (final) | -0.15       | 0.17                             | -0.31                   |

## Destinations after 16

### Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

| Year                          | This school | National average | Compared with national average |
|-------------------------------|-------------|------------------|--------------------------------|
| <b>2023 leavers (revised)</b> | 98%         | 92%              | Above                          |
| <b>2022 leavers (revised)</b> | 94%         | 93%              | Average                        |
| <b>2021 leavers (revised)</b> | 95%         | 94%              | Average                        |

## 16 to 18 performance

### A-level average point score

The average points that students achieved per A-level entry.

| Year                   | This school | National average | Compared with national average |
|------------------------|-------------|------------------|--------------------------------|
| <b>2024/25 (final)</b> | 41.04       | 35.00            | Above                          |
| <b>2023/24 (final)</b> | 36.34       | 34.38            | Close to average               |
| <b>2022/23 (final)</b> | 36.31       | 34.16            | Close to average               |

### A-level value added

A score showing students' progress between the end of key stage 4 and the end of their academic qualification studies.

| Year                     | This school | National average | Compared with national average |
|--------------------------|-------------|------------------|--------------------------------|
| <b>2024/25 (final)</b>   | 0.3         | 0.0              | Above                          |
| <b>2023/24 (revised)</b> | 0.1         | 0.0              | Close to average               |

## Absence

### Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 7.9%        | 8.4%             | Close to average               |
| 2023/24 (3 term) | 10.4%       | 8.9%             | Above                          |
| 2022/23 (3 term) | 11.3%       | 9.0%             | Above                          |

## Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

| Year             | This school | National average | Compared with national average |
|------------------|-------------|------------------|--------------------------------|
| 2024/25 (3 term) | 23.4%       | 23.4%            | Close to average               |
| 2023/24 (3 term) | 38.2%       | 25.6%            | Above                          |
| 2022/23 (3 term) | 41.0%       | 26.5%            | Above                          |

## Our grades explained

### Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

### Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

### Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

### Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

### Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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