



The King David High School

Post Ofsted Action Plan

Agreed by Governors:

This document has been approved for operation within:	King David High School
Date of last review	April 2022
Date of next review	September 2022
Review period	5 Months
Status	Requirement
Owner	King David High School
Version	1

King David High School

Statement of Action

Following OFSTED inspection 10th & 11th November 2021

Quality of Education – **Good**

Behaviour and Attitudes - **Good**

Leadership and Management – **Inadequate**

Personal Development – **Inadequate**

Sixth form provision – **Good**

Overall – **Inadequate**

King David High School has been judged inadequate requiring special measures.

Introduction

The King David High School was inspected on the 10th and 11th November 2021 and was deemed to be inadequate requiring special measures, in accordance with the Education and Inspection Act. This Statement of Action reflects the school's determination to secure further improvements, to ensure the removal of special measures at the earliest opportunity.

This plan has already been initiated, and the time frame for improvement will span the period to the next inspection. Whilst looking to re-inspection within the allocated timeframe, it is the ambition of leaders and governors to be able to demonstrate sufficient improvement for the removal of special measures by the end of 2022/23 academic year.

The action plan will operate on a rolling academic year timescale from now and will be reviewed and adjusted accordingly throughout this period.

Since the inspection, leaders have worked closely with Manchester LEA, Manchester Healthy Schools and the Senior Schools Quality Assurance Officer (SSQA) and our designated Quality Assurance (QA) officer from the local authority. The school has also worked closely with our local Careers and Enterprise

Coordinator for Bury and North Manchester to audit and support improvements in our delivery of careers education. The school has also engaged the services of a timetabling consultant to support the curriculum review and the writing of a new timetable.

Contextual information

King David High School is an 11-18 voluntary aided academy with 808 pupils on roll. The school has three sections; the main school which is coeducational, and the Yavneh boys and Yavneh girls single sex units which offer the choice of a more religious Jewish setting for families who desire this. Alignment of the offer in each section means children are free to move between the units freely if they wish.

The school is a non-selective Jewish school with a distinctive character underpinned by the faith and traditions of the orthodox Jewish religion. Alongside a broad academic curriculum, the school offers Modern Hebrew (Ivrit) and Jewish Studies to all its students.

The school, which was a failing school threatened with closure in the 1990s, is now consistently amongst the country's top performing (non-selective) schools [1st in the North and 7th Nationally] – the Times & Sunday Times, December 2021 *Parent Power*]

Setting and streaming are based on entry level assessment and data from our primary schools. Courses run broadly in parallel for all streams. There is some movement between the streams and sets throughout the year on the basis of assessment data.

The majority of our pupils identify as white British, but a wide range of other ethnicities are also represented in the pupil body.

The school has a very stable school population and low staff turnover. Student migration approx. 1% of school population each year, nearly all of these are due to family relocations.

Governance and Accountability

The Statement of Action (SOA) has been prepared by the Chair of Governors [CoG] the Executive Head Teacher [EHT] (who has latterly become the Acting Head) and Deputy Headteacher, with input from senior and middle leaders.

The SOA has been approved by the Board of Governors.

Oversight, accountability and challenge rests with the Board of Governors, who meet regularly. The headteacher meets regularly with the CoG. The Senior Leadership Team [SLT] will discuss progress at their weekly meetings. Progress will also be reviewed by the Local Authority's Senior Schools Quality Assurance officer (SSQA), and the School's appointed Quality Assurance officer (QA).

Major improvement, which were set in motion in the summer term of 2021 have been implemented as of 1st September 2021 and accelerated immediately following the inspection. The school has already progressed to address areas identified as significant weaknesses in the report.

Outline of actions towards school improvement

1. Last Summer [May 2021] an EHT was appointed so as to strengthen the SLT
2. Last Summer [June 2021] the school appointed a new Designated Safeguarding Lead [DSL] who is also a senior pastoral leader. This DSL has been in place since 1st September 2021.
3. The concept is to bring pastoral care and safeguarding 'closer together' so that nothing 'falls between the cracks' [between SIMS and CPOMS].
4. At the beginning of the academic year [26th August 2021], all staff attended a presentation on safeguarding, KCSIE and on use of CPOMS
5. School holds safeguarding training at least once per year, together with additional training as and when any weaknesses or gaps are noted and / or if there are any new regulations / recommendations etc
6. CPOMS is now being better used to record incidents
7. CPOMS now extended to include record keeping around low-level concerns about staff
8. As of this academic year, a new Safeguarding Governor is in place who is, herself, a Headteacher and DSL of another school so that the governor supervisory role is greatly strengthened.
9. The DSL reports to governors at their termly meeting.
10. The DSL meets [at least] termly with the CoG and with the Safeguarding Governor
11. A staff survey has been carried out [since the inspection] which shows more staff confidence in safeguarding procedures and practices
12. Last Summer [May-June 2021], the key governors undertook KCSIE training [National College].
13. SCR training has been arranged for the [new] office manager
14. During the current term [March 2022] the EHT and DSL received suicide awareness training.
15. Plans for next year [subject to budgets] are for greater time allocation for pastoral leaders [especially, Heads of Year]
16. The school emphasises its 'open-door' policy and, as of last Summer term [June 2021], has significantly improved communication and signage so that pupils who need it, know to whom they can turn
17. The EHT allocates much time to meeting parents and pupils/students and listening to their concerns.
18. The EHT has introduced regular pupil/student 'focus' groups to discuss points of concern.
19. The CoG and EHT held an open meeting for parents [24th March 2022] to give parents an opportunity to raise any concerns.
20. The CoG and EHT are always available to hear parental complaints / suggestions
21. SLT and pastoral leads always try to respond to all parental concerns in a timely manner

22. Improving the culture of the school where every child has a voice by repeated messages in assemblies, staff briefings and conversations with staff and pupils/students.
23. Besides the school's 'well-being' team, the school has a **professional counsellor** who comes in every week to assist pupils who have mental health issues.
24. Greater emphasis is being placed on wellbeing and pupils' mental health
25. The school is working with JAMH [Jewish Action for Mental Health] regarding exam stress and with KOOTH (online mental health providers) who have delivered assemblies to key stages 4 and 5 on mental health
26. The Local Authority [LA] are auditing our safeguarding provision and supporting us with a 'team around the school'
27. Progress will also be reviewed by the LA's Senior Schools Quality Assurance officer (SSQA), and the school's appointed Quality Assurance officer (QA).
28. The school provided for parents and staff 'online safety' training – delivered by Manchester LA [2 sessions for parents - virtual and in person - on 24th November]
29. Further training has been provided around Adverse Childhood Experiences and online safety for pastoral leads via Manchester LA.
30. ACES training for all pastoral staff took place on 13th January 2022.
31. Online safety training for all staff took place on 15th March 2022 with a separate session for pastoral staff

32. Staff briefings are held regularly, and the actions required following the OFSTED inspection are regularly reinforced with all staff.
33. The curriculum and timetable have been reviewed, and a more equitable curriculum will be in place for the start of the academic year 2022-23

34. Training time for teachers and support staff has been built into the school calendar for the next academic year
35. Links with Manchester Healthy Schools
36. Quality Assurance visits, which have been in place for some years, will continue to help focus on areas which require improvement

37. Governors will arrange for additional training to clarify their roles and responsibilities.

38. Our local Careers and Enterprise Coordinator has supported the improvements being made with careers provision

Arrangements to inform parents and carers

A meeting, attended by the CoG and EHT, was held for parents on 24th March immediately following the publication of the OFSTED report on 15th March. The OFSTED report has been published on the school website along with a letter from the CoG. The CoG and EHT have made themselves available to speak to individual parents, at any time, about the OFSTED report.

Monitoring and review of progress

The SLT will review progress on a weekly basis. The Headteacher will liaise regularly with the SSQA and QA to obtain an external perspective on progress. Reports will be shared with the CoG and, where appropriate, will form an agenda item at Governors' meetings. This will be supplemented and triangulated by reports from the QA officer from the local authority and other external agencies. Following Governing Body meetings, the plan will be adapted, and resources realigned, if required and available.

Areas for Improvement – What does the school need to do to improve further?

What the school needs to do to improve	
Priority 1	Ensure that safeguarding arrangements are effective
Priority 2	Ensure the school meets its statutory duties under the Equality Act 2010
Priority 3	Ensure all governors are clear about their roles and responsibilities
Priority 4	Provide training for all staff to ensure they are confident in delivering the learning for life curriculum
Priority 5	Ensure all students receive careers information advice and guidance of a consistently high quality
Priority 6	Ensure there is an equitable curriculum for all pupils at key stage 3

Actions to be taken January 2022- September 2022

Priority 1 Ensure that safeguarding arrangements are effective					
<p>OFSTED said <i>“Leaders and governors have not ensured that the arrangements for safeguarding pupils are effective. Although leaders have recently taken steps to ensure that appropriate systems for reporting safeguarding concerns are in place, more work needs to be done to strengthen the culture of safeguarding. Some pupils and parents have little confidence that leaders will address the concerns that they raise about pupils’ safety. This includes how leaders deal with issues relating to peer-on-peer abuse. Leaders must take immediate action to ensure that there is a strong and effective culture of safeguarding, where all concerns are taken seriously and dealt with swiftly and effectively. Leaders must also take steps to win the confidence and trust of parents and pupils in relation to the school’s safeguarding arrangements.”</i></p>					
Action	Responsibility	Timescale	Success criteria/Impact	Costings/resour ces	Review
Appointment of new DSL (Sept 2021)	Governors	Already in place		More time for DSL/Pastoral lead	Sept 2022
Safeguarding procedures clarified with staff regularly	DSL/SLT	Remainder of academic year	Staff are confident in following safeguarding procedures – evidenced by staff survey results	Staff time	Ongoing
Clear message given to all pupils and students in assemblies re the school’s response to concerns	EHT	Immediate and ongoing	Feedback from pupils through focus groups and parents Pupils/parents and carers report that issues are being dealt with in a more timely manner.	Assembly and form time Pupil focus groups with EHT	July 2022

Audit of safeguarding provision using LA audit tool	DSL/Local authority	Immediate	Pupils, parents and carers have more confidence in safeguarding arrangements. Audit identifies areas for improvement	LA safeguarding team	January 2023
Support from the local authority "Team around the school"	Local authority SSQA	Immediate	Safeguarding arrangements more effective	LA safeguarding team/ SSQA	January 2023
SCR – checked and gaps filled	EHT/Office manager	Immediate	SCR correct and complete SCR is now correct and will remain so going forwards. To be checked termly by DSL/Safeguarding governor	Office staff training – One Education SCR support £1950.00	July 2022
Further training around the use of CPOMS and extending the use of CPOMS to cover low level concerns about staff	DSL	Next 6 months	CPOMS being used appropriately by all staff Increased staff confidence in reporting concerns via CPOMS Increased staff usage of CPOMS to report concerns	"Staff safe" add on to CPOMS £435	October 2022
Training for staff around appropriate language to use with pupils.	SLT	Arranged for 17 th June	Focus groups with pupils from key stages	Staff training time	Ongoing
Online safety training provided for all staff.	SLT	Took place 15 th March	Pupils/students report higher levels of confidence in staff responding appropriately.	Manchester Healthy Schools training team	Ongoing

ACES training for key pastoral staff	SLT	Took place 13 th January	Evidenced via pupil voice/pupil survey	Smoothwall & eSafe training team Manchester Healthy Schools training team	September 2022
--------------------------------------	-----	-------------------------------------	--	--	----------------

Priority 2

Ensure the school meets its statutory duties under the equalities act

OFSTED said *“The governing body has not ensured that the school fulfils its statutory duties under the Equality Act 2010. The school is unlawfully discriminating against pupils who attend Yavneh Girls in relation to the protected characteristic of sex. Pupils who attend Yavneh Girls, unlike pupils in Yavneh Boys and pupils in the main school, are deprived of the opportunity to mix socially with boys and girls in other parts of the school. This constitutes a detriment to those pupils due to their sex. Leaders and governors must act to fulfil their duties under the Equality Act 2010 by ensuring that they do not discriminate against pupils in the Yavneh Girls on the ground of sex.”*

Action	Responsibility	Timescale	Success criteria/Impact	Costings/resources	Review
A new timetable will be in place from September. Pupils in YB and TG will have similar lunch times to enable them to have similar access to extra-curricular and social activities..	Deputy Headteacher	Sept 2022	Equality of opportunities	Curriculum review – DHT time and consultant time £300 per day	September 2022
The updated curriculum will have equality of provision for all sections of the school in terms of secular education	Deputy Headteacher	Sept 2022	Equality of curriculum offer for all	Staff training time	Ongoing

Staff training will be provided to ensure that there is a consistent approach across all sections of the school	SLT	Immediate and ongoing	Pupils report more positively		
---	-----	-----------------------	-------------------------------	--	--

Priority 3 Ensure all governors are clear about their roles and responsibilities					
OFSTED said <i>“Some members of the governing body do not understand the parameters of their role. They interfere with the routine operation of the school. This impedes the actions that senior leaders, including the executive headteacher, can take to improve the quality of education and protect the safety and well-being of pupils. The governing body must review how it operates so that it fulfils its statutory functions by ensuring a clarity of vision, ethos and strategic direction, that it holds leaders to account for the quality of educational performance of the school, and that it maintains an oversight of the financial performance of the school.”</i>					
Action	Responsibility	Timescale	Success criteria/Impact	Costings/resources	Review
Training for governors to clarify their roles and responsibilities	CoG	Summer term 2022	Governors’ role, oversight, support and challenge is clarified	Governor training time NGA time	December 2022
Consultant will be invited to advise on improvements to the effectiveness of the governing body	CoG	Summer term 2022	External perspective gained on how governance can be further improved.	Estimated cost £250	December 2022

Priority 4**Provide training for all staff to ensure they are confident in delivering the Learning for Life curriculum**

OFSTED said *“Some staff do not have the confidence to deliver aspects of the ‘learning for life’ curriculum as well as they should. As a result, some pupils said that they do not feel prepared to take their place in society. Leaders should ensure that staff have the knowledge and confidence to deliver this curriculum effectively.”*

Action	Responsibility	Timescale	Success criteria/Impact	Costings/resources	Review
Learning for life curriculum audited by Manchester Healthy Schools team	EHT/Learning for life lead/ Manchester Healthy School team	Current	Feedback from Manchester Healthy Schools team (rec'd March 25 th) <i>“Fantastic policy – goes above and beyond”</i> <i>“nice to see how much the community have been considered”</i>	Manchester Healthy Schools team time	December 2022
Visit to local faith school to look at their delivery of RHSE as recommended by QA officer	Learning for Life lead	May 16 th	Incorporate good practice into our own delivery	Staff time	December 2022
Staff training to be delivered by Manchester Healthy Schools team	EHT/Manchester Healthy School team	June 17 th	Staff report improved confidence in delivering RHSE curriculum	Staff training time Manchester Healthy Schools training team	December 2022

Priority 5 Ensure all students receive careers information advice and guidance of a consistently high quality					
OFSTED said <i>“Leaders have not ensured that pupils and students receive careers education, information, advice and guidance of a consistently high quality. This means that some pupils, and students in the sixth form, feel unable to make informed decisions about their next steps in employment, education and training. Leaders should ensure that all pupils and students benefit from a coherent programme of careers information, advice and guidance so that pupils and students feel suitably informed to make decisions about their futures.”</i>					
Action	Responsibility	Timescale	Success criteria/Impact	Costings/resources	Review
Annual careers fair for years 10 – 13	Careers lead	December 1 st	Good attendance and positive feedback from attendees and stallholders	Employers and further education providers outreach teams	December 2022
Careers provision supported by Careers and Enterprise Coordinator: Bury and North Manchester	Careers lead/Jamie Sloane: Careers and Enterprise Coordinator: Bury and North Manchester	Ongoing	Pupils/students have more confidence in the guidance they are receiving	Careers and Enterprise coordinator time Career lead time – extra hours £30 per hour	September 2022

Staff training around careers delivery		December 9 th	Teaching staff have a better understanding of their responsibilities around delivery of careers education	Staff training time	December 2022
Careers content of Learning for Life curriculum audited	Careers lead/Learning for Life lead/Careers and Enterprise coordinator	Summer term 2022	Clearer and more effective delivery of careers education through Learning for Life lessons.	Careers lead time Learning for Life lead time	December 2022
QA visit Spring term focussed on Careers provision/UCAS advice 'support readiness for the next phase of education, training or employment so that pupils are equipped to make the transition successfully'	EHT/QA officer/UCAS coordinator/Careers lead		Report from the QA's visit is positive (5 th April) <i>QA view: "This careers provision is as good as any I have seen in other Manchester schools, apart from possibly the formalised support for pupils with SEND/EHCP."</i>	QA time	Summer term QA visit

Priority 6**Ensure there is an equitable curriculum for all pupils at key stage 3**

OFSTED said “Leaders have not ensured that all pupils benefit from an equitable curriculum at key stage 3. This means that some pupils are unable to study some creative subjects in sufficient depth. Leaders must ensure that all pupils have the opportunity to gain sufficient knowledge to study creative subjects at GCSE.”

Action	Responsibility	Timescale	Success criteria/Impact	Costings/resources	Review
The school is undertaking a review of the current curriculum.	Deputy Headteacher	Sept 2022	Timetable in place for academic year 2022-23	Training for DHT Timetabling consultant £300 per day	March 2023
There will be a new timetable structure in place from September 2022 to ensure an equitable curriculum for all pupils.	Deputy Headteacher	Sept 2022	Pupils are all receiving the same curriculum offer		March 2023
All creative subjects will be studied by all students until the end of Year 9 [commencing in September 2022]	Deputy Headteacher	Sept 2022	Increased uptake of creative subjects at GCSE [RISK>> Ofsted’s insistence on all pupils partaking in all creative subjects may have opposite effect and may raise levels of disruption]		March 2023