

***The KING DAVID HIGH SCHOOL  
Manchester***

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

**DfE NO. 3524810**

**SCHOOL DEVELOPMENT PLAN**

25<sup>th</sup> 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 1<sup>st</sup> 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