

The King David High School

Eaton Road, Crumpsall, Manchester M8 5DY

Inspection dates

12–13 March 2019

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Outstanding

Summary of key findings for parents and pupils

This is an inadequate school

- Separate educational and social arrangements are made for pupils in different sections of the school. This is unlawful segregation on the grounds of faith and belief, and sex. Pupils affected by this segregation suffer detriment.
- Governance arrangements in the school are complex. The relationship between governance and other leadership is unclear.
- Statutory guidance about providing information about the school, including its use of the pupil premium funding, is not met. Training for staff about the 'Prevent' duty is not systematic.
- Senior leaders have very broad commitments. Strategic tasks such as self-evaluation and improvement planning are not fully effective.
- Only just over half of parents and carers who contacted Ofsted are happy with leadership.
- At times, teaching is not tailored closely enough to individual pupils' needs and abilities. Training does not support sharing effective practice well enough.
- The progress of higher-attaining pupils and disadvantaged pupils is weaker than it is for others.
- Pupils' personal development, the development of pupils' spiritual, moral, social and cultural (SMSC) awareness and their personal, social and health education (PSHE) are not systematically planned.
- Recent improvements to mental health support for pupils have not had long-term impact.

The school has the following strengths

- Pupils' attainment is high. Middle-attaining pupils make very strong progress. Pupils and sixth-form students are successfully prepared for the next stage of their education.
- Teaching, including in the sixth form, is generally effective. Sixth-form students' results are broadly average.
- Pupils behave well. They are polite to adults.
- Middle leaders, including of the sixth form, are knowledgeable and lead with confidence.
- The school has started to take well-considered action in response to complaints. It has done this in partnership with the local authority (LA).
- The curriculum for the main school includes a wide range of subjects.
- Sixth-form students provide leadership to younger pupils. This contributes well to sixth-form students' personal development.
- The school's Jewish ethos is clear and positive.

Full report

In accordance with section 44(2) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing significantly less well than it might in all the circumstances reasonably be expected to perform.

What does the school need to do to improve further?

- Ensure that:
 - the different provisions in the different sections of the school – Yavneh Boys (YB), Yavneh Girls (YG) and the main school (MS) – meet the requirements of the Equality Act 2010, including the public sector equality duty, so that pupils do not experience discrimination as a result of protected characteristics in respect of the curriculum they study, the organisation of their education, the opportunities that they have for educational and social contact with other pupils, their understanding of people with other faiths and the times which they are required to attend school.
- Secure effective leadership by ensuring that:
 - senior leaders have sufficient time to fulfil the requirements of their wide-ranging roles
 - leaders, including governors, sharpen the school's approaches to self-evaluation and improvement planning to give a more helpful framework for understanding the work of the school and developing this further
 - senior leaders have a greater focus on strategic tasks, such as the leadership of teaching and learning
 - the roles of governors and senior leaders in the school are clear and provide for strong accountability for the strategic and operational actions taken within the school
 - leaders build parents' confidence in the work of the school
 - leaders, including governors, follow statutory guidance concerning the preparation and publication of information about the careers education provided, the use of the catch-up and pupil premium funding, and the provision for pupils with special educational needs and/or disabilities (SEND)
 - leaders develop a clear strategy to embed pupils' overall SMSC development and PSHE as part of the curriculum for pupils in all year groups.
- Ensure that teaching and learning consistently reflect the school's most effective practice so that pupils and, in particular, those who are higher attaining or disadvantaged, make similar strong progress to those who are middle attaining, including by challenging pupils to think as deeply as possible about the work that they do.
- Build on the good practice evident in the sixth form so that teaching and learning for sixth-form students is consistently of high quality and so leads to the best possible achievement for pupils.

- Ensure that pupils' personal development is more strongly supported by systematically providing well-planned opportunities for them to learn about the issues and concerns that may affect them and helping them to develop the skills they may need to respond.
- Further develop the school's provision for mental health support for pupils so that recent improvements are embedded, and that pupils are better prepared for any challenges and difficult circumstances that they may encounter.
- Further strengthen safeguarding procedures by providing systematic training for staff about the radicalisation and extremism as set out in the statutory guidance about the 'Prevent' duty.

An external review of governance should be undertaken to see how this aspect of leadership and management can be improved.

An external review of the school's use of the pupil premium should be undertaken to see how this aspect of leadership and management can be improved.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Leaders ensure that the work of the school reflects its Jewish ethos. They set high expectations, including about how pupils should be respectful, behave well and help others. Posters and other material displayed in the corridors illustrate how pupils support Jewish charities, often in Israel.
- Leaders, including governors, have organised the school so that it operates in three distinct sections: MS, YB and YG. There are differences between the provision in the three sections, and these result in unfavourable treatment for some pupils. For example, they suffer detriment in the curriculum, and there are differences in the length of the school day, in the arrangements for pupils to learn, eat and socialise with others and in their participation in extra-curricular activity. The differences between the provision for sixth-form students from the different sections of the school are smaller. The differences between pupils' experiences are determined in relation to the protected characteristics of their faith and belief, and their sex. Pupils are segregated on the basis of these protected characteristics and experience less favourable treatment as a result of the segregation. For example, pupils who are segregated follow a narrower curriculum. Therefore, the school's provision in YB and YG constitutes direct discrimination contrary to the Equality Act 2010 and breaches the school's public sector equality duty.
- The parents of those pupils who attend YB and YG choose for them to receive single-sex education that includes a greater emphasis on the principles and practice of orthodox Judaism than there is in MS. Leaders are under pressure from some members of the school's wider community to maintain, or increase, the single-sex education provided in the school. The internal segregation of pupils according to faith and belief constitutes direct discrimination contrary to the Equality Act 2010. Pupils in YB and YG experience unfavourable treatment because of this segregation and suffer the detriments outlined above.
- The senior leadership is provided by the headteacher and deputy headteacher. They have wide-ranging roles. Their roles have been adjusted in this school year to increase the school's focus on checking how well pupils are learning. Senior leaders are ambitious for the school to provide pupils with a high-quality education. However, the breadth of senior leaders' roles, matched with the time available, means that they are so busy that it is very difficult for them to be fully effective. Senior leaders complete checks on teachers' effectiveness. However, the school does not use information from this exercise as well as possible. It does not have well-developed systems for ensuring that the most effective teaching and learning practice is used by all teachers. Whole-school training about such aspects is infrequent.
- The school does not meet some of the recommendations in statutory guidance about what should be published on the school website. These include details about the use and impact of additional funding provided to the school for disadvantaged pupils, pupils who enter the school with below-average key stage 2 results in English and mathematics and pupils with SEND and information about the school's programme for careers information, advice and guidance.

- The school's self-evaluation document is very out of date. This means that it does not help leaders to systematically determine the school's current strengths and weaknesses. Similarly, the school development plan is not effective in shaping school improvement. Some of the actions in the current version of the plan, dated to run from 2017 to 2020, are at a very early stage of their implementation. This plan also lacks detail that would help leaders to ensure that actions have the impact that they intend.
- Pupils' progress in GCSE and A-level subjects fell in 2018 compared to 2017. Leaders have taken rapid action, with the aim of ensuring that pupils' progress improves. This action is proving to be successful. Current pupils' progress is now stronger than in the previous year.
- Subject leaders make an effective contribution to leadership in the school. They provide strong subject expertise and ensure that training in their subjects helps staff to develop their subject skills.
- Pupils in all three sections of the school are provided with a curriculum that includes both secular subjects and Jewish studies. This gives breadth to their learning and ensures that pupils gain knowledge and skills that allow them to successfully move from the school. However, for pupils in YB and YG the range of secular GCSE subjects taught is smaller and this is to their detriment. The difference is because the smaller group sizes mean that it is not cost effective to provide as many subjects as in MS. Pupils who, with the agreement of their parents, wish to move from YB or YG to MS, are allowed to do so. In fact, a small number of pupils in YG in key stage 4 follow a GCSE subject in a MS class. This gives pupils in YB and YG some flexibility in their curriculum choices. However, the day-to-day experience of YB and YG pupils in key stage 4 is of a less-broad education than pupils in MS. While YB pupils in key stage 3 study the same range of subjects as those in YG and MS, the time allocated to art, drama, food technology and music is less.
- Pupils in YB and YG are taught a narrower range of GCSE option subjects than other pupils. Key stage 4 pupils in YB and YG miss out on the educational benefits of teaching being available in a broader range of GCSE subjects. In addition, the IGCSE (International General Certificate of Education) qualification used for religious studies in YB and YG means that pupils miss out on the benefits of opportunity to study a religion other than Judaism in their GCSE studies. Such opportunity is provided for other pupils in the school in the GCSE religious studies course offered in MS. The pattern of subjects studied by pupils in YB, YG and MS is determined by matters of faith and belief relating to these pupils and their sex.
- In addition to the detriment caused by the differences between the curriculum offer to pupils in YB, YG and MS, other differences cause detriment. For example, the school day is longer for pupils in YB and YG than it is for those in MS. YB pupils receive education on Sunday mornings, whereas other pupils do not. Pupils in YG have different times for lunch from other pupils. Pupils in YG have different opportunities to take part some extra-curricular activities.
- Those taught in YB and YG cannot freely learn and socialise with pupils of the opposite sex and so miss out on the educational and social benefits of doing this. The different opportunities for pupils to mix freely are determined by matters of faith and belief relating to those pupils.
- Those taught in YG cannot socialise with boys at lunchtimes and vice versa, and so

they miss out on the educational and social benefits of doing so. The different lunchtime arrangements for pupils in YG and YB are determined by their sex.

- Those taught in YG cannot take part in the same range of extra-curricular activities as other pupils and so miss out on the educational and social benefits of doing so. The different opportunities for girls in YG to take part in extra-curricular activities are determined by matters of faith and belief relating to these pupils and their sex.
- Those taught in YB and in YG receive different religious education. This means that pupils in YB and YG are prepared for admission to different types of Jewish further education colleges. The religious education provided is determined by these pupils' sex.
- Those taught in YB and YG are required to spend more time in school than other pupils. Pupils in YG and, more so, pupils in YB have less opportunity to benefit from the educational, physical and social benefits of leisure time. Pupils' access to leisure time is determined by matters of faith and belief relating to these pupils and their sex.
- The school extends pupils' learning through extra-curricular activities, such as sports, dramatic and musical activities, and visits in the UK and overseas, to countries including France, Poland, Italy, Israel and Spain. The school's production of the musical 'Hairspray' was taking place at the same time as this inspection. The school received positive feedback about this show. However, it only included pupils from MS and YB. Leaders explained that pupils in YG will be presenting their own concerts and performance later this school year. Pupils in YG were denied the opportunity to participate in the production. This was unfavourable treatment, despite the plan for them to give their own concerts and performance later.
- While leaders provide opportunities for pupils to develop their SMSC understanding and the skills that they need to be effective citizens in modern Britain, the arrangements for these are not as systematic as possible. Pupils in all year groups experience memorable events and experiences that raise their awareness of important issues. However, these are not planned into a sufficiently coherent programme to give the greatest long-term impact. The opportunities to develop pupils' wider awareness as part of regular lessons in PHSE are restricted because these are only offered to pupils in Years 7 and 8. Some pupils in YG told inspectors that they would welcome the opportunity to learn more about people with other faiths. The IGCSE qualification used for religious studies in YB and YG is concerned solely with the Jewish faith. Pupils in YB and YG therefore experience less favourable treatment on the basis of their (or their parents') faith or belief.
- However, some aspects of pupils' SMSC development are strong. This is indicated by the good behaviour in the school, pupils' respect for others and the level of their moral and spiritual development.
- Leaders, in partnership with the LA, have carefully considered possible issues raised by the complaints made about the school and have identified ways to refine the school's practice as a result. This work has been recent, so some improvements are at an early stage. A number of the complaints appear to be without foundation. For example, inspectors found no unusual patterns in the attendance of sixth-form pupils, no evidence that staff have used rewards such as e-cigarettes or money to encourage pupils to do as they are told, and no evidence that homophobia and Islamophobia are features of the school. Inspectors found that the school has increased the pastoral

support for pupils, particularly following the recent death of a pupil.

- Parents who responded to Parent View, Ofsted's online survey, are broadly positive about the school. For example, around three-quarters would recommend it to other parents. However, only just over half felt that leadership and management work well. Inspection evidence indicated a number of ways in which leadership was not as strong as possible.

Governance of the school

- The chair of governors spends some time each day in the school. In addition, he has daily telephone conversations with the headteacher to discuss the school's work. This arrangement provides daily support and challenge to senior leaders. Leaders told inspectors that the arrangement has served the school well for a number of years. However, the impact of the wider governing body on longer-term support and challenge is less clear. In addition, the arrangement makes accountability in the school more complicated because it is harder to see where responsibility for different aspects of leadership lies.
- Governors have professional experience that is relevant to the needs of the school.
- Leaders explained to inspectors that the school is under considerable financial pressure. Governors, working with a charitable trust linked to the school, have managed the situation so that it has the smallest possible impact on pupils and their learning. They have been able to increase the school's staffing to support pupils' welfare. However, governors have not ensured that the additional funding provided to the school for disadvantaged pupils has had its expected impact in helping such pupils do as well as others. The impact of this funding has not been properly reported on the school website. The funding available for pupils with SEND is used to support their learning. However, it is hard for governors and other leaders to understand if it is having the greatest impact because analysis of the attendance and any exclusions of this group of pupils is not comprehensive enough.

Safeguarding

- The arrangements for safeguarding are effective.
- Teachers and other staff ensure that pupils are safe. They receive regular training to give them confidence in dealing with any concerns about pupils' safety. However, different staff have had different training on the 'Prevent' duty, with some having received this during previous employment.
- The safeguarding policy was not up to date at the start of the inspection. Leaders updated this policy during the inspection to ensure that it meets current statutory guidance.
- Pupils are taught how to stay safe. For example, they have lessons about the safe use of computers before they are permitted to use computers in their learning. Pupils say that they feel safe in school.

Quality of teaching, learning and assessment

Good

- Pupils' classroom experience helps them to learn and make progress.
- Teachers are confident in the subjects that they teach. They often have a focus on preparing pupils for the examinations that pupils will eventually take. Most teachers are skilled at using questioning to build and consolidate pupils' knowledge. When questioning is most effective, it challenges pupils to think deeply and so develop their understanding. In turn, this develops the skills that pupils need to reach the very highest grades in their examinations.
- Pupils' exercise books in, for example, mathematics and science subjects, indicate how teaching provides long-term challenge to pupils. Pupils' learning develops systematically over time.
- Teachers' expectations are high. Classroom relationships are positive. Pupils have confidence in their teachers. Teachers ensure that pupils engage with the task in hand. Such aspects lead to pupils showing positive attitudes to their learning and behaving in a way that helps everyone learn.
- However, sometimes teaching is less effective in managing pupils' behaviour and developing their learning. For example, on occasion, some teachers' instructions to pupils are not clear. When this happens, pupils' progress can become weaker and their behaviour less good.
- Teaching in MS is organised in three ability streams: King David class, King Saul class and King Solomon class. Teachers closely match the challenge of the work covered by the class to pupils' starting points. Classes in YB and YG include pupils of a wider range of ability. This increases the demand on teachers to ensure that learning meets different pupils' needs. Sometimes, teaching is not as successful in making sure that learning is matched to pupils' different abilities, particularly for the most able pupils and those who are disadvantaged. This difference results in detriment to pupils in YB and YG.
- Teachers carefully assess pupils' learning and provide helpful feedback to pupils. Such support from teachers allows pupils to learn with independence. This is a strong feature in creative subjects such as art and drama. Sometimes teachers' feedback is less successful in helping pupils to improve. Examination of pupils' books shows that some teachers do not consistently help pupils to improve any weak spelling.
- Teachers expect pupils to complete homework regularly. Teachers use homework to link into and extend classroom learning. For example, in mathematics, an inspector saw pupils effectively using preparation work, completed at home, to develop their understanding of triangles and how their sides can be calculated. Many parents feel that the school organises homework well.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires

improvement.

- Staff ensure that pupils are cared for. Leaders have recently increased the support available to pupils, including for their mental health. The school's systems for supporting people have recently been more significant and subject to more scrutiny as the school has needed to support pupils and staff affected by the death of a pupil. Pupils recognise that dealing with such tragic circumstances is challenging for all involved, but some told inspectors that they felt the school could have been more flexible in helping them. Leaders have been keen to emphasise that pupils should focus on their education and success. They have sometimes found it hard to respond to the continuing emotional needs of some pupils.
- Inspectors saw pupils getting along together well. Pupils told inspectors that the school is a good community. Pupils said that bullying sometimes happens, but that staff generally deal with it successfully. They also told inspectors that racist language is sometimes heard. Some said that any incidents of racism are not always well resolved by staff. About two-fifths of parents who responded to Parent View felt that the school does not deal well with bullying. Some parents have concerns about racism and homophobia. The school's records indicate that any incidents of bullying or racism are infrequent. Pupils told inspectors that they are not homophobic towards each other. However, older pupils and students said that the school could do more to support gay and transgender members of the school's community.
- Pupils in YB and YG have restricted opportunities to freely interact with other pupils, which is to their detriment as their personal development is not being enhanced by routine contact with those of differing beliefs and those of a different sex.
- The school offers a programme of careers advice and guidance to pupils. While this programme is helpful, some aspects are at a relatively early stage of their implementation. Leaders are ensuring that it develops further, for example by extending work experience in the school.
- Staff promote clear messages about how pupils should behave, including that prejudicial words and actions are unacceptable. The PSHE teaching provided for younger pupils includes information on how they can stay healthy. However, learning about aspects such as this is less frequent for older pupils. This limits the school's ability to ensure that all pupils gain the knowledge and have the support they need about important topics and issues that could impact on their personal development.
- Pupils typically express pride in, and commitment to, the school and their learning. They have high aspirations and work hard. Pupils successfully make sure that they are well equipped and ready for learning. Most areas of the school are tidy. There is very little litter. Sixth-form students have leadership roles for pupils in Years 7 to 11. They complete these with commitment and represent the school well.

Behaviour

- The behaviour of pupils is good.
- Pupils typically behave well in class, at breaktimes and as they move around the school. Their good, and often very good, attitudes mean that, in general, lessons run smoothly and without interruption. Any disruption to learning is rare. The school is

calm and orderly.

- Pupils are polite to adults. They were welcoming and helpful to inspectors and demonstrated maturity and honesty in their evaluation of the positive features of the school and the things they feel could be improved.
- Exclusion from school, whether fixed-term or permanent, is rare. Only a small number of pupils have been required to work in the school's internal provision for those who have let themselves down by misbehaving. The provision for such pupils is well managed.
- Over time, attendance has been below the national average. Leaders have taken action to improve pupils' attendance and pupils' absence has fallen in nearly all year groups in the school. The school's approach towards persistent absence has a particular focus on pupils who have medical needs. The information from the monitoring of the attendance of pupils with persistent absence is not always clear.

Outcomes for pupils

Good

- Pupils' starting points when they join the school are, on average, higher than those seen in most schools. Very few pupils join the school with low starting points. The gains in pupils' learning mean that they typically leave the school with good, or even better, results in their GCSE and A-level results. However, the picture of pupils' progress is rather more mixed. Even though it remained above average in 2018, Year 11 pupils' progress fell compared to that achieved by similar pupils in 2017. In addition, pupils with higher starting points, who form the majority, made relatively weaker progress than the very strong progress made by middle-attaining pupils.
- Over time, pupils have made particularly strong progress in humanities subjects and modern foreign languages.
- In recent years, disadvantaged pupils have consistently achieved less well than other pupils in the school. The progress of disadvantaged pupils in the school remains weaker than the progress of other pupils nationally.
- Inspection evidence, including discussion with pupils, examining their books and direct observation of their learning, indicates that most of the pupils currently in the school make strong progress. Where teaching is most effective, pupils make very strong progress. The school's own records confirm that most pupils make good progress over time and that this has strengthened this school year as a result of greater challenge from senior leaders.
- Pupils with SEND are looked after well and so develop their social and learning skills. Leaders focus on individual pupils and their needs. However, the school's records about these pupils are not used as widely as possible by leaders to understand whether the attendance and behaviour of this group of pupils is good enough.
- The school's support for pupils as they prepare for the next stage of their education, together with pupils' high attainment and their wider learning, means that they are well prepared for their future when they leave the school at the end of Year 11 or the sixth form. Very few pupils do not continue on to meaningful study at college, university or in an apprenticeship.

16 to 19 study programmes

Good

- Students in the sixth form typically learn well. Many continue their education at university after leaving the school.
- Students in the sixth form who are part of YB or YG work in mixed-sex classes with students from MS. The additional religious education YB and YG students receive is provided within the option structure for all sixth-form courses.
- Sixth-form teachers are skilled in organising learning so that students build their confidence and independence. Teachers provide helpful feedback to students, with an appropriate focus on students' final examination success. Students are positive about the way much teaching helps them to learn. However, they also told an inspector that they felt that some of their teachers this year were less experienced in teaching sixth-form subjects, which made the quality of their learning less consistently high.
- Over time, students have typically gained average, or above average, A-level results. In 2018, Year 13 students' overall attainment was higher than that found in other schools and colleges. However, students' value-added scores were around the national average. Leaders' analysis of students' current performance is that they are making stronger progress than in the previous year. Many students leave the school to take up university courses, with a higher-than-average proportion having places at universities with high entry requirements, including Oxford and Cambridge. The proportion of students going from the school to university has increased over time. Very few students leave the sixth form midway through their courses.
- Leaders have introduced applied and technical study to complement traditional, academic, A-levels. Students on all types of sixth-form courses are similarly successful.
- The number of students who enter the sixth form without a good enough GCSE grade in English or mathematics is very small. However, any such students are supported to gain a standard or even better pass grade in these qualifications.
- Students' personal skills are developed through the leadership roles they fulfil in the school, volunteering and particular events. Students value the impartial careers advice they receive and, in particular, the help they are given in preparing to make university applications or in preparation for apprenticeships. Leaders have identified that, in the past, not enough support for students with mental health issues was provided. A new school counsellor has recently been appointed.
- Sixth form students' attendance has improved markedly over time.
- Leaders have a strong understanding of the sixth-form's strengths and weaknesses. For example, they are taking action to improve students' achievement further. The school's own data indicates that this is being successful. Leaders have introduced arrangements for all students to undertake work experience from this school year.

School details

Unique reference number	137309
Local authority	Manchester
Inspection number	10098991

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Secondary Comprehensive
School category	Academy converter
Age range of pupils	11 to 18
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	780
Of which, number on roll in 16 to 19 study programmes	209
Appropriate authority	The board of trustees
Chair	Mr Joshua Rowe
Headteacher	Mr Brian Levy
Telephone number	0161 740 7248
Website	www.kdhs.org.uk
Email address	head@kingdavidhigh.manchester.sch.uk
Date of previous inspection	6–7 May 2015

Information about this school

- The school operates a policy of segregation by faith and belief, and by sex, in the provision of separate, single-sex education for those boys and girls whose families wish them to receive education built around more observant, orthodox Jewish practice than is the case for other pupils. These other pupils are taught in mixed-sex classes in MS. Classes in mixed-sex groups are provided for all students in the sixth form. Pupils in the single-sex classes receive their education in the YB and YG sections of the school. Pupils in YB and YG only receive lessons that require specialist facilities in the main school building. Their other lessons and activities are provided in two separate

buildings, with one for YB and one for YG. Access to the YG building requires pupils and staff to pass through two security gates. The yard area adjacent to the YG building is used by pupils from MS as one of their recreational areas during breaktimes.

- The school is a converter academy with a Jewish religious character.
- There are fewer pupils in Years 7 to 11 than found in most secondary schools. The sixth form is relatively large in comparison to the rest of the school.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils with SEND is lower than found in most schools.
- A small number of pupils in the sixth form attend off-site, alternative provision.
- Nearly all pupils are of White British heritage.
- The school was most recently inspected by Ofsted in May 2015. Its most recent section 48 inspection of the religious aspects of the school was conducted in February 2017 by Pikuach.

Information about this inspection

- Inspectors met with the headteacher, deputy headteacher, middle leaders and other members of staff.
- Inspectors met with groups of pupils and spoke to others in lessons and during break-times. Inspectors observed pupils' conduct throughout the school day.
- Inspectors observed teaching, learning and an assembly. Some of this observation was completed jointly with senior leaders.
- Inspectors scrutinised a sample of pupils' books. In addition, other workbooks were examined during lessons.
- An inspector met with the chair of the governing body.
- An inspector met with a representative from the local authority.
- Inspectors scrutinised information about outcomes, teaching and learning, behaviour and leadership. These included the school's record of self-evaluation and the development plan. In addition, records and information about safeguarding, minutes of a meeting of the governing body and reports from an educational consultancy that works with the school were considered.
- Inspectors considered the responses of 103 parents to Parent View completed this school year.
- This inspection was carried out following a number of complaints made to Ofsted which raised serious concerns. Her Majesty's Chief Inspector decided that an inspection of the school should take place to follow up the whole school issues that were raised. Inspectors sought to establish whether:
 - there was segregation of pupils in the school
 - Ofsted had been misrepresented on the school website
 - rates of absence were unduly high and, if this was the case, if it was related to pupils being on military service elsewhere
 - Islamophobia or homophobia were aspects of school life
 - the support provided to pupils following the recent death of a pupil had been effective.

Inspection team

David Selby, lead inspector	Her Majesty's Inspector
David Hampson	Ofsted Inspector
Ruth Makin	Ofsted Inspector
Sheldon Logue	Ofsted Inspector
Alison Stott	Ofsted Inspector
Linda Jones	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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