



King David Primary School

Community Cohesion Review 2010

Introduction

This annual review is produced by the Headteacher, as staff member with responsibility for Community Cohesion. Its remit is set out in the Community Cohesion Policy. Its analysis and conclusions are shared with staff, governors and parents in appropriate form for each group.

The school community

King David School is an Orthodox Jewish primary school in Moseley in South Birmingham. It is the only Jewish primary school in the Midlands. It draws its values from Orthodox Judaism. With the declining size of the Jewish community in Birmingham, approximately one quarter of the pupil intake is now Jewish. The remaining places are offered to local families. Currently just over one half of the pupil intake is Muslim, and the rest come from a range of religious backgrounds as well as those families who identify with no organised religion. Proportions of different ethnic and cultural groups follow similar lines to the religious groupings. The percentage of “pupils from minority ethnic groups” has risen slightly in the last year, from 73% to 75%. However the percentage of pupils whose first language is not English has fallen slightly in the last year, from 47% to 45%. In both of these measures, the school’s figures are three times the average proportions nationally. The local area generally suffers from economic deprivation. The “school deprivation indicator” shows marginally higher deprivation compared to national figures. The proportion of families qualifying for Free School Meals, has risen steadily over the last four years, having caught up with the national average last year, and rising with the national average this year. The local community enjoys a high proportion of residents with higher level education.

Teaching, Learning and Curriculum

We will ensure that our pupils:	Actions taken or needed:
<ul style="list-style-type: none"> Recognise diversity across the school and within the wider community is celebrated and valued 	<ul style="list-style-type: none"> Home languages are on display in Nursery, as well as multi-cultural equipment – toys, dollies, jigsaws, clothes. Festivals of all religions are acknowledged in assemblies. Different countries foods and music are celebrated in Special Food Days in the canteen.
<ul style="list-style-type: none"> Understand the idea of shared values and what that means to us as individuals 	<ul style="list-style-type: none"> Many secular staff have visited other Jewish schools to gain better understanding of these schools’ ethos. In Religious Studies lessons, the common core for the three main monotheistic world religions is recognised. Values of Judaism strongly promoted in assemblies, themes of the week, PSCHE and RE lessons.

<ul style="list-style-type: none"> • Have an understanding of Human Rights and how they apply to everyone and the need to defend the human rights of all individuals 	<ul style="list-style-type: none"> • Values promoted through Theme of the Week and through SEAL themes, including Anti-Bullying, teaching children how to prevent bullying. • Sex and Relationships Education, including visit by Life Education Caravan, promote personal feelings of value and rights.
<ul style="list-style-type: none"> • Engage in lessons across the curriculum that promote common values and help them to value differences and to challenge prejudice and stereotyping 	<ul style="list-style-type: none"> • PSCE and RE curriculum promote respect for different cultures and faiths. Some content is restricted, however, to match the values of Orthodox Judaism.
<ul style="list-style-type: none"> • Have a greater understanding of community and diversity through enrichment activities such as through visits and meetings with members of different communities 	<ul style="list-style-type: none"> • Pupil intake at the school highly diverse. • Y6 children worked with Moseley C of E School children on Maths (AT1) project. • Y2 children worked with Moseley C of E School children on Chanukah activities.
<ul style="list-style-type: none"> • Have an effective voice and involvement in the governance and organisation of the school in a way that teaches them to participate in and make a difference in school, in their local community and beyond. 	<ul style="list-style-type: none"> • Active Citizen Awards for Years 4, 5 and 6. • School Council is freely elected, and the candidates and elected representatives are from a range of backgrounds in terms of all three strands.

Equity and Excellence

Equity and excellence – to ensure equal opportunities for all to succeed at the highest level possible, removing barriers to access and participation in learning and wider activities and eliminating variations in outcomes for different groups.

Outcome analysis: (Source: ABC – the school’s own data analysis software; RAISE 2010)

KS1:

Non-FSM pupils performed better than national figures, while FSM pupils performed less well. Both SEN and non-SEN pupils performed better than national expectations, to a comparable degree. Non-EAL pupils performed slightly better than national expectations, while EAL pupils greatly exceeded EAL pupils nationally, and our non-EAL pupils.

All significant ethnic groups performed better than national expectations. Two children who are “mixed White & Asian” performed lower than the national average, but this is too small a sample from which to draw conclusions. The much larger “Pakistani” group of 13 children greatly exceeded the national average.

KS2:

In terms of CVA, in 2010 and as an average over the last 3 years, non-FSM pupils performed significantly better than national expectations. FSM pupils also performed better than national expectations, and in 2010 rose to almost equal non-FSM pupils in the progress they made. In terms of Relative Attainment, King David FSM children outperformed equivalent children nationally, but not to such an extent as our non-FSM children did.

In 2010, non-SEN pupils performed significantly better than national expectations. SEN pupils also performed better than national expectations, though not as well.

In 2010 non-EAL pupils performed significantly better than national expectations. EAL pupils also performed better than national expectations, though not as well.

The only ethnic groups in the Y6 class of 2010 which had more than two members, were “White British” (7 pupils) and “Asian Pakistani” (9 pupils). Both these groups showed significantly high CVA in 2010. These groups also outperformed equivalent groups nationally, in terms of relative attainment.

Conclusions:

For individual pupils, King David School continues to be a success story, outperforming national figures regularly across the board.

The FSM figures raise questions as to how we can greater support FSM children. The FSM children lagged behind similar children at KS1 in 2010, while non-FSM children exceeded national averages. At KS2, the FSM and non-FSM groups of children exceeded national averages in terms of CVA and Relative Attainment, but our non-FSM children did consistently better in comparison. This is in contrast to the 2009 figures, which showed our FSM children in that year doing exceedingly well, outperforming the non-FSM children.

The statistical analysis shows that the school serves all children well, regardless of the absence or presence of Special Educational Needs (SEN).

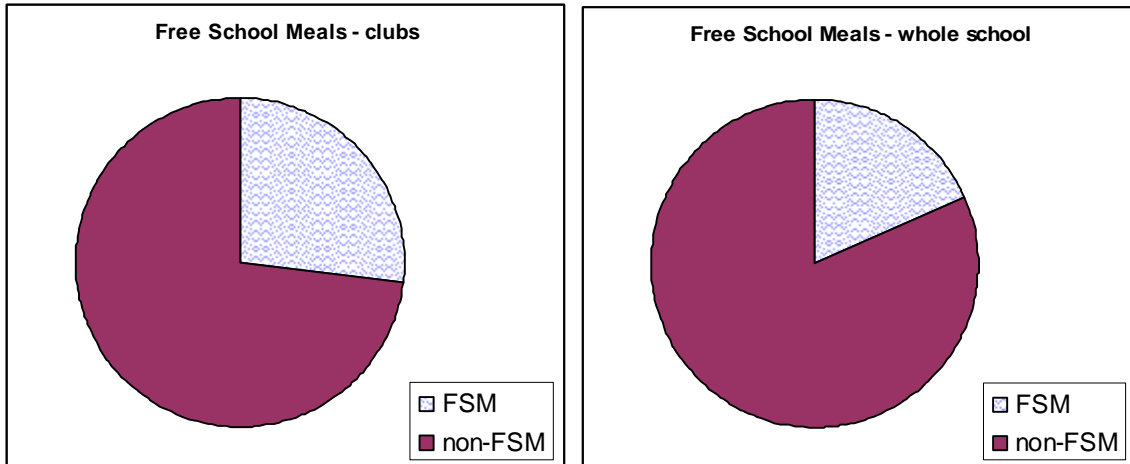
The school does exceptionally well for EAL and non-EAL pupils, and pupils of different ethnic groups.

We will ensure that all pupils and staff:	Actions taken or needed:
<ul style="list-style-type: none"> • Are treated fairly and equally and given equal opportunities in all that the school has to offer 	<ul style="list-style-type: none"> • Achievement in the Foundation Stage Profiles first three points can be recognised within home language. • Activities are arranged for after-school Monday to Thursday – not on Friday evenings or on Saturdays, which would exclude key groups.
<ul style="list-style-type: none"> • Work towards removing any barriers against access and participation in all that the school has to offer, both during curriculum time as well as during extended schools activities 	<ul style="list-style-type: none"> • Children experience opportunities not possible in most households, e.g. trials for scholarships with Birmingham Royal Ballet. • “My Choice” funding via the Highbury Extended Schools Cluster enable low-income families to access Breakfast Club, after-school and holiday provision free of charge. • Breakfast and After-School Clubs assist working parents. • EAL provision is good, with two staff in the Nursery fluent in community languages, one staff member in the Reception class, and the EAL teacher, who works across the school. There are also a number of staff fluent in Hebrew, which is the second largest EAL group in the school, after the Indian subcontinent family of languages. • Trips are open to all pupils, regardless of ability to pay.
<ul style="list-style-type: none"> • Will identify at the earliest possible opportunity any areas of concern which need to be dealt with as part of our community cohesion approach 	<ul style="list-style-type: none"> • The Policy has now been written and agreed and the Review process put in place. Ongoing monitoring will inform the annual Review report.
<ul style="list-style-type: none"> • Work together to eliminate any variations of expectation for any groups/individuals within the school 	<ul style="list-style-type: none"> • While Fischer Family Trust data is used to analyse achievement, it is not used for target-setting, as this can reinforce low achievement amongst certain groups. • Annual targets set for all pupils subject to National Curriculum, in terms of points score progress. Tracking of progress occurs twice yearly.

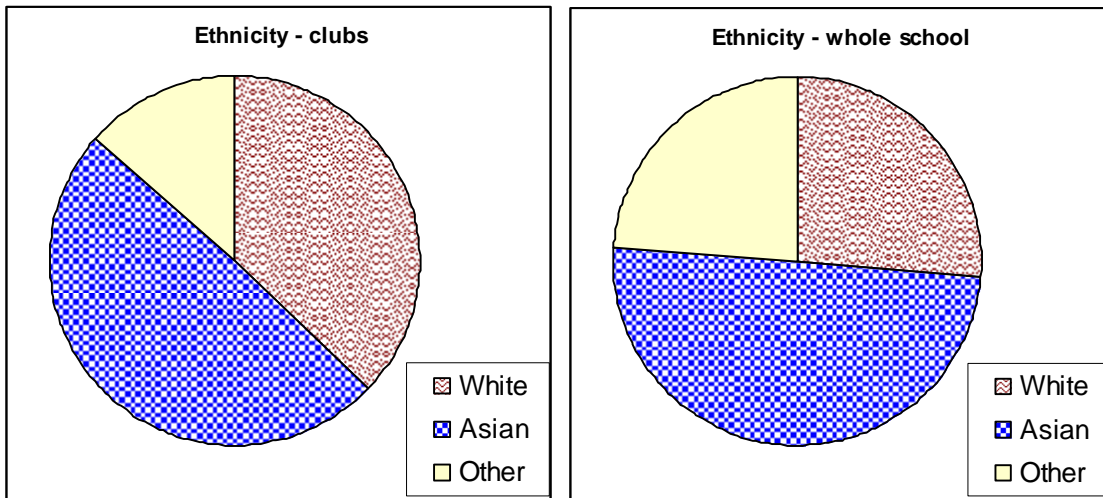
Engagement and Extended Services

Engagement and extended services – to provide a means for children, young people and their families to interact with people from different backgrounds and build positive relations, including links with different schools and communities locally, across the country and internationally.

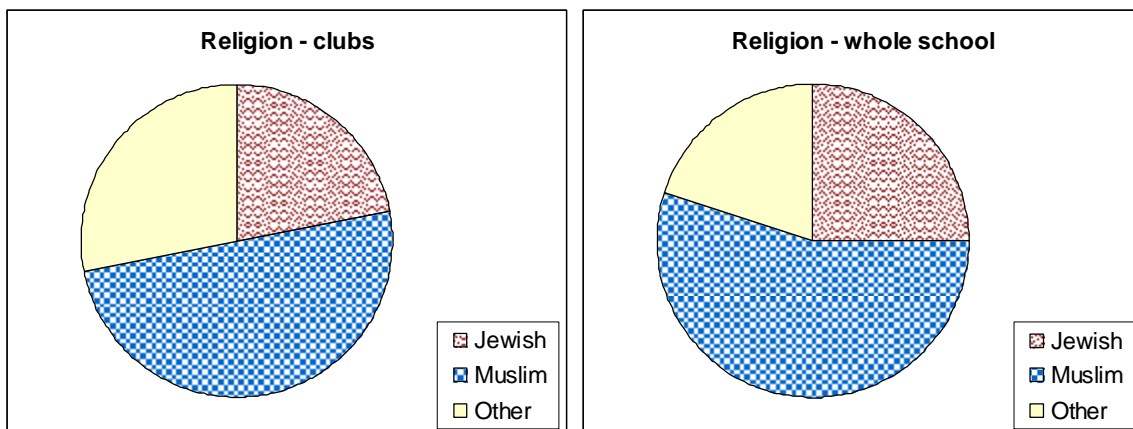
Analysis was done of the following lunchtime and after-school clubs: Football; Ball Skills; Camera; Netball; Nature; Circus skills. There are 102 enrolments to these clubs.



Through funding from the Highbury Extended Schools cluster, we have been able to offer some afterschool clubs for free to children who are eligible for Free School Meals. This appears to have also increased the uptake for other clubs from this group.



There is a similar take-up to all clubs, regardless of membership to the main ethnic groups in the school.



There is a similar take-up to all clubs, regardless of membership to the main religious groups in the school.

We will:	Actions taken or needed:
<ul style="list-style-type: none"> • Provide opportunities for our pupils and their families to interact with people from different backgrounds, enabling the building of positive relationships between all community members 	<ul style="list-style-type: none"> • All children have a turn at sitting at the Kiddush table on Fridays. • Activities are open to all children, and taken up by different groups, e.g. Israeli dancing includes many non-Jewish pupils. • Aspirations are raised by involvement in activities with and at Birmingham University.
<ul style="list-style-type: none"> • Participate, through their own choices, in all that the school and wider community has to offer 	<ul style="list-style-type: none"> • The analysis (above) shows all groups have equal access to after-school and lunchtime provision.
<ul style="list-style-type: none"> • Develop links with other schools and different communities both locally as well as nationally and internationally 	<ul style="list-style-type: none"> • Children experience pupils with different backgrounds, by working with Moseley C of E School. Y2, Y5 and Y6 work with Moseley C of E. • Unfortunately the project to link with a school in Israel has not been successful, with several connections failing, and now JNF withdrawing from the venture due to their own funding problems.
<ul style="list-style-type: none"> • Provide signposting to the wide variety of extended services on offer in the school and elsewhere locally through the development of our extended schools cluster services 	<ul style="list-style-type: none"> • Noticeboard in playground, advertising events by Highbury Extended Schools Cluster and other support services. • Further signage needed in new entrance hall, when built.
<ul style="list-style-type: none"> • Develop stronger links with the local community organisations with which we already have links 	<ul style="list-style-type: none"> • Events at Andrew Cohen House for Chanukah. • Event at Malcolm Locker Hall for Yom HaAtzma'ut. • Liaison group re-established between Governing Body and BHC (school's foundation body).
<ul style="list-style-type: none"> • Provide greater opportunities for pupils, together with their families, to take part in activities and receive services which build stronger positive interaction. 	<ul style="list-style-type: none"> • Every parent is a member of the PTA • All letters are distributed to all parents, both by paper and available on the school website. • Community Cohesion Day saw several parents involved in activities throughout the day. • Lots of parents visit for special assemblies. • Catalogue of parent helpers developed. • Several parents now help out regularly in class. • Four parents are completing their Teaching Assistant training course at the school. • Reception parents invited to breakfast in the Sukkah. • Y5 parents invited to make doughnuts at Chanukah, for charity. • Y1 parents invited for the first time to make fruit kebabs for Tu BiShvat.

Review of new initiatives introduced as a result of last year's Report

School Vision: The school has been reviewing its Mission and Vision Statements, with the involvement of parents, pupils, staff and governors. This process has highlighted the pride felt by all groups, of the inclusive nature of the school.

Tackling homophobia: The Sex and Relationships Education Policy and the Anti-Bullying Policy were reviewed and revised, to ensure that it is made explicit that homophobic bullying is unacceptable at this school and action will be taken to counter it, whenever it arises.

Working with other schools: Year 2 children undertake an afternoon of activities with the equivalent class from Moseley C of E School, each year at Chanukah. This joins the good practice already done with Y5 and Y6 pupils from the two schools.

Attainment by FSM children: Analysis of FSM children's attainment showed that this group usually outperform similar children in other schools, but not to the same degree that our non-FSM children do. To help support these children's, and their parents', engagement in school life, attendance and attitude to school, some of the afterschool clubs and the Breakfast Club were made available free of charge to this group. This has led to a greater uptake on these services, which we believe should have a beneficial effect on attendance and attitude to school work.

International links: Miss Kynaston's linking schools project has had to be halted, as the last useful link – the JNF – is closing its educational department.

Information for parents: The planned Parents' Information Board in the new entrance hall will be postponed several years, as funding for this stage of the Big Build has been severely cut.

Celebrating diversity: The school ran a Cultural Day around Purim in 2010, which was very popular and involved a broad range of parents. A similar project, based around Art from different countries and communities, will take place in February 2011, and a Sports focus is planned for 2012.

Parental involvement: Parents were invited to offer their particular skills or time to the school, and now several parents help out regularly in classes. A new annual event of Y1 parents making fruit kebabs at the time of Tu BiShvat alongside their children, has been added to the calendar.

Areas for further development

Key Actions:

- Ø Audit and greater provision of multi-cultural resources throughout the school, extending the good provision already in place in Foundation Stage.
- Ø Complete the development of the new Mission and Vision Statements.
- Ø Continue to track the attainment and progress of Free School Meals children, to review the impact of offering greater pre- and after-school activities to this group.