

KING DAVID PRIMARY SCHOOL MANCHESTER

INSPECTION REPORT

Local Authority Manchester

Inspected under the auspices of Pikuach

Inspection dates 26 February – 27 February 2018

Lead Inspector Dr L Bernstein

This inspection of the school was carried out under section 48 of the Education Act 2005

Type of school Primary

School category Academy converter

Age range of children 3-11

Gender of children Mixed

Number on roll 437

Appropriate authority The governing body

Chair of Governors Nadia Joseph and Steven Wiseglass

Headteacher Stacey Rosenberg

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Inspection team

Lead Inspector **Dr Leon Bernstein**

Team Inspector **Mr Michael Cohen**

This inspection was carried out by two inspectors. They visited 13 lessons or parts of lessons, where the focus was on observing Jewish Studies. They held meetings with governors, staff and groups of pupils. They observed the school's work, and looked at a range of documentation including pupils' written work, the Jewish Studies Curriculum, the school's self-evaluation document for Jewish Studies and development plan. The senior leadership team played an active part in this inspection, including attending meetings with inspectors, and observing lessons. School leaders agreed with all of the inspectors' judgements during joint lesson observations. The school's last *Pikuach* inspection took place on 20-21 February 2012.

Introduction

The inspectors looked in detail at the following:

- Outcomes for pupils in their Jewish education.
- Quality of teaching, learning and assessment in Jewish education.
- Effectiveness of Leadership, Management, and Governance of Jewish education.
- Effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives.
- Quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (*tefillah*).

Information about the school

- King David Primary School is a two-form entry, voluntary-aided primary school for boys and girls aged 3-11, with three forms in Year 3.
- It is larger than the average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils who are identified as disadvantaged and supported by the pupil premium is below the national average.
- The proportion of pupils who have special educational needs or disability is below the national average. The proportion of those who have a statement of special educational needs or an education, health and care plan is above the national average.
- Approximately 20% of the curriculum time is dedicated to Jewish Studies.
- The school serves Jewish families from a broad spectrum of Jewish knowledge and observance. The majority of pupils come from non-observant homes.
- Less than 2% of pupils speak English as an additional language (EAL) and support is given to the minority who are unable to read and write fluently in English. At the end of Key Stage 2, the majority of pupils transfer to King David High School.

Inspection judgements

Overall Effectiveness	1
Outcomes for pupils in their Jewish Education	1
Quality of Teaching, Learning and Assessment in Jewish Education	1
Effectiveness of Leadership, Management, and Governance of Jewish Education	1
Effectiveness of the Jewish Studies/Education Curriculum based on the school's aims and objectives	1
Quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (<i>tefillah</i>)	1

Overall Effectiveness:

The quality of Jewish Learning provided by King David Primary School is Outstanding (GRADE 1) because:-

- Teachers know and support the pupils' needs. All pupils, including those with special educational needs or disabilities, have excellent educational experiences at school. These ensure that they are very well equipped for the next stage of their education.
- The school consistently reflects the highest expectations of staff and the highest aspirations for all pupils.
- The school's Jewish Studies curriculum, both formal and informal, provides memorable experiences and rich opportunities for high-quality learning and wider personal development and well-being. There are excellent systems in place which ensure that all pupils have high levels of literacy in Hebrew appropriate to their age and in line with the school's stated aims.

The school has the following strengths:

- Leadership and management.
- Outcomes for pupils, including pupils with special educational needs or disabilities.
- Spiritual, Moral, Social and Cultural Development.
- The Jewish Studies curriculum.

What does the school need to do to improve further?

- Ensure all teachers prepare work to match the ability of all pupils across the school.
- Continue to monitor the quality of teaching, learning and assessment to build on the existing good to outstanding practice.
- Leaders acknowledge that some part-time staff do not have the same access to professional courses as their full-time counterparts, and this is an area that needs to be addressed.

Outcomes for pupils in their Jewish education is Outstanding (GRADE 1) because:-

- Although the Head of Jewish Studies was appointed only 18 months ago, members of staff have acknowledged that she and the Headteacher have worked hard to improve outcomes for pupils, particularly in the level of Hebrew reading across the school.
- Since the last Pikuach inspection, the improvement in the level of Hebrew reading has been a high priority. The assessment of Hebrew reading has now been broken down into precise targets and reading is now tracked to monitor each pupil's level. This change of policy in the Jewish Studies Department has had a positive impact on the level of accuracy and fluency in Hebrew reading as shown in the school's progress data.
- In order to check pupils' outcomes, on entry to the school each child is assessed in their levels of Hebrew reading. Results are recorded and then tracked each term using the school's academic tracking system. Taking account of their starting points, the proportion of pupils making and exceeding expected progress in Jewish Studies is high in relation to their potential. For example, tracking data shows that last year 68% of pupils who entered Year 2 were achieving at or above academic levels related to their age. By the end of the academic year, 83% of those pupils achieved these levels as a result of rapid and sustained progress.
- Data for Key Stage 2 pupils show similar results. For example, last year 44% of pupils who entered Year 5 were achieving at or above academic levels related to their age. By the end of the academic year 88% of those pupils achieved these levels as a result of rapid and sustained progress. The rate of progress was similar for boys and girls.
- Tracking for pupils with special educational needs or disabilities shows that all pupils make progress over the year, with 69% of pupils making at or above the expected levels of progress in their Jewish Studies.
- Pupils, including those in the Early Years Foundation Stage, make rapid and sustained progress across the Jewish Studies curriculum and learn exceptionally well.
- Pupils are typically able to articulate their Jewish knowledge and skills in an age-appropriate way. For example, in a Year 5 class, when asked why they were learning about the festival of *Purim*, answers ranged from: "Because *Purim* is in a few days" to "Because all of the Jews could have died if it hadn't been for one person – Esther".
- Inspectors listened to Hebrew reading by pupils in Years 2 and 6. They were impressed not only with the accuracy and fluency of the readers, but also with the precision with which the leadership team had graded them. Readers were confident, could read unprepared texts from the *Siddur* (prayer book) and *Chumash* (Bible) and were able to translate parts of texts into English. Where pupils hesitated to read a word, they used their knowledge of Hebrew phonetics (matching sounds to words) to decode a word before reading it with accuracy. When asked how they read so well, one pupil responded: "Because at school we learn the rules of Hebrew reading early on and we continue to learn them throughout the school."
- In conversations with pupils, inspectors noticed high levels of understanding of what has been taught in Jewish Studies lessons. Pupils could confidently answer questions about the forthcoming festival of *Purim* as well other related topics. All the pupils interviewed talked about pride in their school, their love of Jewish Studies lessons and how much they like and respect their teachers. Pupils were keen to share their positive experiences and to say what impact Jewish Studies had made on them. When one pupil commented: "I didn't know anything about Judaism before I came, but we've all learnt a lot since we've been here," all pupils agreed. When the inspector asked pupils how Jewish Studies could be better, one pupil responded: "Longer Jewish Studies lessons!" The inspector asked one final question: "Why do you think learning about Judaism is so important?" All pupils were eager to respond to this. The one pupil chosen to respond said: "Without the knowledge of what we've been taught, we wouldn't have any spiritual connection to *Hashem*."
- An analysis of pupils' books demonstrated that pupils' work is very well presented and that staff have high expectations of pupils in their standard of work. Pupils take pride in their work and are responsible for assessing their own levels of progress through use of a 'Step'

system, which shows them where they are currently in their learning journey. Inspectors were particularly impressed with work covered in Jewish History by Year 6 pupils, where standards are very high and the level of monitoring and assessment from the teacher is precise and informative.

The quality of teaching, learning and assessment in Jewish education is Outstanding (GRADE 1) because:-

- Much of the teaching in all key stages and most subjects of the Jewish curriculum is outstanding or at least good. As a result, almost all pupils, including those with special educational needs or disabilities, as well as the more able, are making rapid and sustained progress.
- Teachers demonstrate excellent subject knowledge and an understanding of the Jewish subjects they teach, and this is reflected in their pupils' learning.
- Baseline assessments have been used across the whole school in Hebrew reading to determine each pupil's starting points with the school's new level descriptor and skills-based assessments. This allows the staff and pupils to monitor and track progress and attainment over time, then to set further targets for greater levels of achievement.
- Behaviour in lessons is consistently good, and often outstanding. Any instances of low-level disturbance are handled quickly and efficiently.
- Where teaching, learning and assessment were outstanding, inspectors noted high levels of pupil interaction with maximum time being used for teaching and learning. For example, in the Early Years Foundation Stage, inspectors noted children involved in 'free learning', where they chose to work at different stations in the Reception area. Work was carefully matched to each child's ability, to ensure maximum use of teaching and learning time.
- Planning in the Early Years Foundation Stage ensures integration of secular studies with Jewish Studies. For example, children were using number skills to explain the story of *Purim* by sequencing key events of the story in chronological order. Others were writing sentences in English about the four *mitzvot* (commandments) of *Purim*, using their knowledge of phonetics to express themselves in their own words. All sentences accurately communicated the four *mitzvot* of *Purim*. Time is used effectively so that children are able to focus on activities they enjoy, but with careful teacher intervention to ensure that they have a sufficient variety of learning experiences during the lesson. One boy encapsulated the sheer sense of fun and learning they were having when he independently wrote: '*Purim* is the best'.
- Teaching Assistants are effectively deployed to maximise the learning of those pupils who need intervention. They are active in lessons and assist pupils in their understanding of key learning points.
- In a minority of lessons, inspectors felt that more pupils could have been engaged in the learning as some of them needed more focus on the task. This happened when the teacher used terms unknown to the class and the pace began to slow down. Some time explaining new terms in greater depth might have prevented this.
- Assessment of pupils' work in Jewish Studies is mostly rigorous, systematic and robust. Teachers across the school follow a clear marking policy which enables pupils to track their progress in Hebrew reading through a 'stripes' system, where they 'graduate' to higher levels on completion of various learning objectives. In a small number of cases, inspectors noted some marking and assessment that was not as rigorous. Leaders are aware of this and are already addressing it.
- The Jewish Studies Department has clear and precise guidelines for setting work according to each pupil's needs. This is work in progress and, although highly effective when used, will still need to be embedded across the whole school to have its full positive impact.
- In some cases, teachers need to tighten their planning to ensure that the activities in the class include optimal access to meet the needs of the full range of ability for all pupils.

- Teachers sometimes give pupils too much information, thus missing the chance of giving them more independent learning opportunities.

The effectiveness of Leadership, Management and Governance of Jewish Education is Outstanding (GRADE 1) because:-

- Although the Head of Jewish Studies and Headteacher were appointed to their respective positions within the last 18 months their quality of leadership and management of Jewish education is outstanding. They have responded rapidly to address issues and enhance the overall quality of provision in Jewish Studies across the school. There is a dynamic and creative vision for Jewish education in which staff, governors and pupils strive for a culture of excellence.
- The Headteacher and Head of Jewish Studies work closely together as a cohesive team to ensure a positive impact on the overall life, ethos and Jewish education of every pupil. This is most impressive as they work tirelessly and relentlessly in pursuit of providing an overall outstanding Jewish Studies provision for all pupils, including those with special educational needs or disabilities. All leaders, including governors, are passionate about supporting the ethos of the school and the drive for excellence. As one co-chair of governors commented: "The school gives you the building blocks for a secular and Jewish life which includes a fantastic Jewish education, enriching the children's lives as future Jewish adults."
- Another co-chair of governors, who said that she "welcomes inspections," was proud of the excellent provision of Jewish Studies in the school, and added: "That does not mean that we can't improve; we will constantly strive to drive excellence. We will never feel that 'we've made it' but will always aim to be better."
- Governors hold senior leaders to account and this is evidenced in comprehensive minutes from regular governors' meetings.
- Senior leaders, including those responsible for governance, communicate expectations and ambition in maintaining and improving the quality of the Jewish education that the school provides.
- Since the last inspection, the school has adopted the tracking system used in secular studies and has customised it to link in to the Jewish Studies provision. The school's system for assessing and tracking pupils' standards and progress is now highly effective. The tracking system, introduced by the current Head of Jewish Studies, has resulted in leaders regularly checking pupils' work across the Jewish Studies curriculum and analysing a range of assessment information carefully. This has led to precise assessment of all pupils' work. Leaders' meticulous scrutiny of assessment information helps them to identify areas of concern and ensures that pupils receive equal access to support that helps them achieve well.
- Leaders focus relentlessly on improving teaching and learning. They provide focused professional development for all Jewish Studies staff, especially those who are training or newly qualified and at an early stage of their careers. Teachers in the Jewish Studies Department have opportunities throughout the year to attend courses for their continued professional development (CPD) and there are weekly in-house staff training sessions which cover marking and feedback, setting work according to age and ability and sessions on teaching pupils with special educational needs or disabilities. In January 2018 all staff went to a teachers' conference in London which covered the whole range of teaching Jewish Studies, including topics on leadership, developing spirituality, 'How to bring *Hashem* into our lives', Hebrew reading and lesson planning. Staff found this uplifting and inspirational and have incorporated ideas, suggested at the Conference into their teaching. This, in turn, has had a positive impact on teaching and learning and has improved pupils' focus in lessons.
- All leaders, managers and governors are ambitious for the pupils and lead by example. They base their actions on a deep and accurate understanding of the school's performance, and

- of the skills and attributes of staff and pupils.
- The Head of Jewish Studies and the Headteacher oversee a well-planned cycle of performance management. Details of meetings are discussed, as are target setting and professional development. Evidence is added to robust monitoring systems throughout the year, and this includes careful monitoring of teaching through lesson observations. All members of staff are observed at least twice a year and are challenged on present performance, then encouraged to improve on this through jointly agreed targets.
 - The Performance Management schedule has led to more focused expectations within the Jewish Studies Department. All Jewish Studies teachers are clear about their expectations and their targets and meet with their performance reviewer during the year. Since the appointment of the new Head of Jewish Studies, members of staff are carefully monitored on how they teach, assess and mark work. This has resulted in higher quality outcomes and delivery of lessons, as noted by senior leaders.
 - As part of the Performance Management schedule, all staff members are under the scrutiny of leaders, who engage them in professional dialogue to discuss teachers' targets, success criteria, monitoring arrangements and review dates. When appropriate, lesson observations are conducted where targets are monitored and reviewed, then adapted where necessary to enhance the performance of each teacher.
 - The Headteacher and Head of Jewish Studies conduct regular lesson observations and include governors on learning walks to assess and suggest ways of improving the current practice of staff. This, as well as a focus on checking the quality of pupils' work, has resulted in a significant improvement in the level of work in pupils' books. This has also led to an increased use of working walls which in turn has had a positive impact on the pupils' learning. For example, in Year 2, pupils take laminated Hebrew words displayed on the working wall to assist them with their Hebrew writing.
 - Jewish Studies staff members are passionate about the drive for excellence in all areas. They readily acknowledge issues that need to be addressed and are prepared for every challenge in order to meet the needs of their pupils.
 - Leaders acknowledge that some part-time staff do not have the same access to professional courses as their full-time counterparts and that this is an area that needs to be addressed.
 - Jewish Studies teachers are fully supportive of the leadership team, as noted in the anonymous staff questionnaire provided by *Pikuach*. For example, one member of staff wrote: "I would like to give credit to Mrs Glickman for her outstanding progress over the last year. She has brought joy back to teaching. She is willing to listen to new ideas which will improve the spiritual growth of the children and families and, together with Mrs Rosenberg, is raising the school to a new level."
 - The school's SENCO (Special Educational Needs Coordinator) oversees the procedures throughout the school for pupils with special educational needs or disabilities, ensuring that Jewish Studies practice is in line with the Special Educational Needs Code of Practice.
 - The SENCO works closely with the Head of Jewish Studies and together they map out the provision for every pupil in the school who has special educational needs or disabilities. She also works closely with and supports teachers in guiding them to cater appropriately for all pupils. Action plans are drafted for these pupils and intervention programmes are put into place to help identified pupils progress in their learning.
 - In all Hebrew reading lessons, and in some additional lessons, pupils with special educational needs or disabilities are incorporated into a unique intervention group. In some lessons, these pupils will be supported by a staff member whilst they learn as part of the whole class.
 - Leaders accurately evaluate the Jewish Studies Department with precise descriptive statements in their self-evaluation form (SEF) that reflect the current position of provision. They will now develop the self-evaluation form by showing the impact that their strategies have had on the Jewish Studies provision in the school.

The effectiveness of the Jewish Studies/Education curriculum based on the school's aims and objectives is Outstanding (GRADE 1) because:-

- The Jewish Studies Curriculum enhances the Jewish ethos of the school.
- The school's Jewish Studies Curriculum is well organised, matching the school's ethos whilst reflecting the aspirations of the school community. Together with the numerous informal Jewish learning experiences, the curriculum provides King David Primary School pupils with rich Jewish learning opportunities, enabling them to grow and develop their Jewish skills, knowledge and understanding.
- In September 2017, the school took on a new initiative in partnership with SEED UK and introduced their 'King David Family Education' project. This has had a significant impact on families in the school, as acknowledged by one of the governors: "Adult education has helped parents with their Jewish journey." One parent wrote: "The family educators Rabbi Samuel and Gila have been a fabulous and very welcome addition to the school. I also attend the Wednesday morning 'Power Up' breakfast sessions with Rabbi and Mrs Ross and always take some positive ideas and thoughts away from the session. They are a wonderful young couple and a great fit with the school."
- Since the last inspection, the school has fully addressed all areas related to the provision of Hebrew reading, leading to a greater focus on its importance. The Hebrew Reading Curriculum has recently been revised for Key Stage 2, with the introduction of additional reading practice to build on the Key Stage 1 levels in 'Aleph Champ', a Hebrew reading book which builds reading skills in carefully graded levels.
- As part of the school's commitment to ensuring that the curriculum remains effective and relevant, the school is in the process of preparing a new 'Jewish Living' curriculum which will cover topics such as *Kashrut* (dietary laws), *Shabbat* (the Sabbath), *Brachot* (blessings) and the History of the Jews in Britain. In Year 5, the school has become a pilot school for a new 'Treasure Hunt' curriculum, which promotes personal and spiritual wellbeing. The initial feedback has been extremely positive; for example, one pupil commented: "I love the Treasure Hunt lessons because I find that there's more to the world than just you. You really do find your true *neshama* (soul). My inner glow is shining like gold, especially when I do *mitzvot*."
- The school has successfully developed a wide range of cross-curricular links. This is a two-way process, where pupils' English literacy and Personal, Social, Health Education skills are developed in Jewish Studies and a celebration of the *chagim* (festivals) are enhanced through art. In the Early Years Foundation Stage, the Jewish Studies and secular curriculum are fully integrated.
- Enrichment through extra-curricular activities form an integral part of the school's curriculum. Examples of these include *Tzivos Hashem* workshops, the planting of trees on *Tu B'Shvat* (Jewish New Year for Trees), the *Ivrit* (Hebrew) spelling Bee, the *Purim* fancy dress parade, *Shabbat* UK events and visits to Heathlands, a Jewish old-age home. The school has recently launched a Key Stage 2 *Anim Zemirot* (the 'Song of Glory' sung in synagogues on *Shabbat*) lunchtime club. A Jewish Storytime Club for Key Stage 1 pupils is due to commence shortly.
- The school's partnership with PaJeS (an external Jewish agency specialising in enhancing Jewish education across the country) has supported the development of the *Chumash* (Bible) and *Parashah* (the weekly portion read in the *Torah*) curriculum areas. The school has begun using the *Mesillot L'Hashem* Curriculum which is enhancing the Key Stage 2 year group *tefillah* (prayer) sessions. For example, the Jewish Studies teachers are providing enriched focus of the curriculum by creating new resources, as seen in *Chumash*, (Bible) where the focus is on teaching skills, knowledge and understanding and is based on incremental units. In *Parashah*, it helps the teacher to focus on a key storyline or *mitzvah* (commandment) and teaches a weekly *middah* (character trait).
- The school acknowledges the fact that the Jewish Studies Curriculum is regularly developing to meet the requirements of the school community's unique needs.
- The school leadership actively encourages parents to participate in the Jewish life of the

school. There is a voluntary Parents' Guild which supports the school throughout the year by contributing to many of the Jewish life cycle events. For example, it is currently fundraising for the school by putting on an after school *Purim* workshop, which includes the selling of *mishloach manot*, (gifts of food for others), face painting and making *Hamentaschen* (*Purim* pastries).

The quality of provision for pupils' spiritual, moral, social and cultural development, including meeting the statutory requirement for a daily act of collective worship (*tefillah*) is Outstanding (GRADE 1) because:-

- The school fulfils the statutory requirement for collective worship.
- The staff and pupils show great respect for each other and for the ethos of the school.
- The quality of *tefillah* (prayer) is outstanding. It is strong throughout the school, preparing pupils well for involvement in community prayer. For example, at a whole school assembly, behaviour was impressive throughout *tefillah*, with pupil prefects walking around supporting anyone who needed it. All pupils followed the sequence of *tefillah* in their *siddurim* (prayer books) meticulously, as page and line numbers were prominently displayed on a large screen, operated by one of the pupils. Much teaching and learning took place in this explanatory service, where communal singing, clapping and excitement became infectious. Assembly was concluded with the National Anthem and the *Hatikvah* (National Anthem of Israel). The assembly, which was a delightful experiential blend of teaching, learning, spirituality and global unity, gave clear guidelines of the knowledge and skills children would need as future Jewish citizens in Great Britain.
- Following the assembly, inspectors asked a number of pupils what they had learnt from it and all pupils questioned answered confidently, giving details of what they had just experienced and what it meant to them. For example, referring to a missing jigsaw piece belonging to a *Torah* scroll displayed on the screen, one pupil said: "The jigsaw piece on the *Torah* was like it had every one of our names on it and it was showing us all our past and what we could be in the future."
- Pupils show respect towards each other and to adults. For example, pupils independently greeted inspectors in the corridors, saying in *Ivrit* (Modern Hebrew) "*Shalom, ma nishma?*" ("Hello, how are you?"). They were keen to speak with inspectors and showed great pride in their school.
- There are informative displays in the classroom and around the school. It is clear that this is a Jewish school, with posters in Hebrew and English reminding pupils about expectations, respect, and an emphasis on *chessed* (kindness) and a common theme of '*Veohavta L'rayacha Kamocha*' ('Love your neighbour as yourself'). *Chagim* (festivals) displays are also prominent, as are displays showing a strong connection with Israel. This gives a strong sense of *achdut* (unity).
- In lessons, pupils were focused and respectful. They acted on teachers' instructions quickly and settled down to work immediately.

Views of parents and carers

Inspectors met with parents of the schoolchildren. All parents seen were supportive and praised the ethos of the school and what the Jewish Studies provision has to offer. Parents were very pleased with the way in which the school integrates the Jewish Studies curriculum with the secular curriculum. For example, one parent told an inspector: "I am impressed that the Jewish learning develops all the secular skills, too."

Pikuach invited all the registered parents and carers of pupils at King David Primary School Manchester to complete a questionnaire about their views of the school. The comments below encapsulate their views:

In response to the statement: 'My child makes good progress in Jewish Studies in this school', 96% of parents strongly agreed or agreed, and in response to the statement: 'My child is progressing in Hebrew skills e.g. speaking, reading and writing', 93% of parents strongly agreed or agreed.

Typical of many of the positive responses from the Parent Survey Comments was one parent who wrote: *'The Jewish Studies staff are a wonderful group of people: kind, caring and nurturing of our children. There is nothing that a Jewish Studies or other member of staff wouldn't do and I am secure in the knowledge that my children know who they are, where they come from and are proud of their religion. I will encourage my children to always be themselves and be confident, remembering the Jewish ways and mitzvot. I believe that the staff encourage this in the children too.'*

Others said:

'My daughter is dyslexic and her Hebrew reading teachers are more than accommodating with helping to differentiate her studies to suit her ability. I find this invaluable as it helps her learning and makes homework far more appropriate'

'My son is so enthusiastic about his Kodesh learning and that's thanks to all of his teachers.'

'It's fantastic! My child has been there since September and is loving everything she is taught in Jewish Studies.'

'I have just moved my children here and they have flourished. They particularly have gained a lot from the Shabbat parties and assemblies.'

'There is an extremely special atmosphere especially amongst the Jewish Studies element of the school. We are very lucky to be part of it.'

GLOSSARY

WHAT INSPECTION JUDGEMENTS MEAN:

GRADE	JUDGEMENT	DESCRIPTION
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupil's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Requires Improvement	A school requiring improvement is not providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils.