

King David Primary School

Address: Alcester Road, Moseley, Birmingham, West Midlands, B13 8EY

Unique reference number (URN): 103444

Inspection report: 9 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Achievement

Expected standard 

Pupils learn the intended curriculum well. They gain the foundational knowledge and skills they need to become confident learners. Pupils draw on what they have learned previously to complete increasingly complex tasks. Their work shows that they are learning the intended curriculum and building their knowledge securely over time. This includes children in the early years foundation stage, who gain the knowledge they need for future learning.

Published outcomes show that pupils do well across the curriculum and are well prepared for their next stages of education. Pupils make progress in line with their peers nationally from their starting points in most areas of the curriculum. Pupils' achievement in reading is a particular strength, with most gaining the expected standard by the end of Year 6. Pupils with special educational needs and/or disabilities are making suitable progress from their starting points. Disadvantaged pupils' progress is broadly in line with their peers nationally.

Attendance and behaviour

Expected standard 

Leaders' work to improve attendance is having a positive impact. They understand the barriers that can affect attendance for some pupils in the school's diverse community. For example, some pupils are absent from school to observe religious festivals. Leaders work closely with families to minimise the impact of these absences on pupils' education. In addition, leaders do all they can to support families who find it difficult to ensure that children attend regularly. The school provides targeted and bespoke help to children who are persistently absent. As a result, attendance among these pupils is beginning to improve.

The school has high expectations of pupils' conduct. Pupils know what behaviours are expected of them, and they display these consistently. They are polite, respectful and considerate. Positive relationships between staff and pupils help to create a purposeful school environment. Bullying is not tolerated and is dealt with quickly on the rare occasion when it does occur. Leaders track patterns in behaviour carefully. They know why some pupils may find it hard to behave well and find effective ways to help them to improve their behaviour. As a result, the school is a calm and nurturing place to learn.

Curriculum and teaching

Expected standard 

Leaders have an accurate and informed view of the quality of teaching across their school. Through effective monitoring, leaders identify any inconsistencies in the way they expect the curriculum to be taught. This enables them to quickly take action to support any teachers, for example through professional training.

The curriculum in place is well sequenced, progressive and suitably broad. It provides pupils with the skills and knowledge they need to be successful. This helps pupils to become confident and fluent readers.

Teaching methods are consistent. Learning follows clear routines. For example, all lessons start with prior learning checks so that pupils recall what they already know. These routines

help many pupils, including those who are disadvantaged and those with special educational needs and/or disabilities. Teachers have secure subject knowledge. They explain ideas clearly and model responses effectively. Relationships between staff and pupils are warm, supporting positive engagement in learning. In reading lessons, teachers use assessment effectively to build pupils' confidence and accuracy. Similarly, in mathematics, assessment information is used well to adapt teaching so that pupils can address misconceptions quickly. However, at times, teachers do not adapt learning sufficiently for pupils who are ready to move on. This means these pupils are sometimes left waiting for others to finish before their learning is extended. This slows their learning.

Early years

Expected standard 

Children make a positive start in the early years because staff create a welcoming and nurturing environment. Warm relationships help children feel safe and confident to explore. Staff get to know children quickly and understand their individual starting points, including those with special educational needs and/or disabilities or those who are disadvantaged. As a result, children are supported effectively to access the full curriculum.

Leaders have designed a well-sequenced curriculum that builds children's knowledge and skills across all areas of learning. Communication and language are prioritised. Staff model clear vocabulary and engage children in meaningful conversations, helping them to develop their speaking and listening skills. Generally, these interactions help children to express their ideas more clearly. However, some interactions lack sufficient depth to extend children's language and thinking. As a result, opportunities to deepen children's vocabulary are sometimes missed.

Reading is a clear priority. Children learn phonics through daily, structured sessions. Staff check children's progress carefully and provide additional support where needed. This helps most children to develop confidence and fluency in early reading. Daily routines are well established and support children's independence and behaviour. Children cooperate well and show positive attitudes to learning. Staff work closely with parents and carers to share information and support learning at home. As a result, children are prepared well for the transition into Year 1.

Inclusion

Expected standard 

Leaders ensure that inclusion is at the heart of the school's work and underpinned by their vision of 'Where Stars Shine'. They have a secure understanding of the needs of pupils, including those with special educational needs and/or disabilities, those who are disadvantaged and those known to children's social care. Systems to identify pupils' needs are well established and used consistently by staff. As a result, emerging needs are recognised quickly and appropriate support is put in place without delay.

Staff receive regular training to develop their expertise in adapting teaching. This helps them to provide learning that is both accessible and ambitious for all pupils. Teachers make effective adaptations, such as visual prompts, practical resources and targeted support, so pupils can access the same curriculum as their peers. Pupils typically engage well in lessons and make progress from their starting points.

Leaders monitor pupils' achievement and wellbeing closely. They review the impact of interventions and make timely changes where needed. Additional funding, including the pupil premium, is used effectively to reduce barriers to learning and widen pupils' experiences.

Leaders work closely with families and external professionals. These partnerships help to ensure that support is well matched to pupils' needs. This results in a culture in which pupils feel valued, supported and fully included in school life.

Leadership and governance

Expected standard 

Leaders have an accurate and comprehensive view of the school's strengths and areas for development. They use clear systems to check how well the school is working and take action when improvements are needed. Furthermore, leaders have established high expectations for all, including vulnerable pupils. Staff and pupils meet these expectations consistently.

Leaders have placed great emphasis on developing their staff to meet the high expectations they have set. Through tailored professional training, leaders ensure that staff have the knowledge and skills to drive continuous school improvement. Staff value the wide and rich offer to develop their own learning. They are very complimentary about leaders and value the support and consideration leaders show towards staff's workload and wellbeing. Staff are proud to work here.

Governors understand their roles and statutory responsibilities. They receive the information they need to support and challenge leaders effectively, helping to ensure that decisions are made in the best interests of all pupils. Parents who shared their views during the inspection are positive about the school. They value the care and support their children receive and the many opportunities available to them. The school has developed constructive relationships with parents and the wider community. They draw on these relationships to support pupils and use them to address any issues in a productive manner.

Personal development and wellbeing

Expected standard 

The school promotes pupils' personal development effectively through a well-planned and inclusive programme. Leaders ensure that this provision is woven through the curriculum and wider school life. This is underpinned by the school's 'King David Star Values'. As a result, pupils develop a secure understanding of how to be responsible, respectful and active members of society. They learn about equality and diversity and recognise the importance of treating others fairly, regardless of background or belief. While most pupils can explain these concepts clearly, a minority do not yet demonstrate the same depth of understanding.

The personal, social and health education curriculum is coherently structured and age-appropriate. Pupils learn how to keep themselves safe, including online. They understand the importance of healthy relationships and can describe what these look like in practice. Pupils also learn about physical and mental wellbeing, including strategies to manage their emotions. Staff provide effective pastoral support, enabling pupils to feel safe, listened to and valued.

Pupils benefit from a broad range of opportunities to develop their interests and talents. Extra-curricular clubs, including cricket, chess and art, are well attended. Leaders track participation carefully and take steps to ensure that disadvantaged pupils and those with special educational needs and/or disabilities can access all opportunities. Educational visits and residential experiences enrich the curriculum and help pupils build confidence and independence.

Pupils take pride in leadership roles, such as school council representatives, play leaders and classroom monitors. They understand how these responsibilities contribute to improving the school community. Through these experiences, pupils gain an appreciation of democracy and develop confidence in communicating with others. Overall, the programme prepares pupils well for life in modern Britain. They show respect for others and demonstrate positive attitudes towards difference.

What it's like to be a pupil at this school

‘A small school, but big family’ is how pupils, staff and parents view this school. Care, nurture and smiles are the hallmarks here. Since her recent appointment, the headteacher has raised ambitions and expectations. As a result, many improvements are now evident, including the quality of teaching, where pupils learn and thrive.

Pupils are confident that their staff care about them. They feel safe and valued as members of the school community. Positive relationships between staff and pupils are commonplace. All understand the school’s high expectations of pupils’ behaviour and conduct. Pupils consistently meet these and enjoy being rewarded for getting it right. As a result, the school is a purposeful, learning-focused environment.

Pupils experience a curriculum that helps them build knowledge step by step. Reading and mathematics are a focus for the school. Consequently, pupils develop secure knowledge and achieve well in these areas. Teachers know their pupils well and check that all can access their learning. Pupils with special educational needs and/or disabilities get the right support, and flourish as a result. All are well prepared for their next stage in education when they leave the school.

The school provides a broad range of opportunities that many pupils may otherwise not have. For example, pupils speak passionately about being play leaders, watching ducklings hatch and the many trips they attend. Pupils are knowledgeable about how to keep themselves safe and physically well. They demonstrate maturity when discussing values such as tolerance and respect. Pupils know what is right and wrong and the importance of equality. Discrimination of any kind is not tolerated. This prepares them well for life in modern Britain.

Next steps

- The school should ensure that pupils who are ready to move on have opportunities to deepen and extend their learning, so that more achieve at a greater depth.
 - The school should ensure that staff consistently use their interactions with children in the early years to extend children's language and learning.
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About this inspection

The chair of the board of governors in this school is Dr Barry Henley.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders and staff at the school, including early career teachers. The lead inspector held a meeting with a representative from the local authority. The lead inspector met with a group of members of the governing body, including the chair and vice chair of governors.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

This school is registered as having a Jewish religious character.

Headteacher: Nina Capek

Lead inspector:

Bianka Zemke, His Majesty's Inspector

Team inspectors:

Rob Hackfath, His Majesty's Inspector

James Dean, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.



This data is from 9 June 2026

School and pupil context

Total pupils

158

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

220

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

39.33%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

2.53%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

20.25%

Above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Close to average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	61%	Close to average
2024/25 (final)	62%	62%	Close to average
2023/24 (final)	63%	61%	Close to average
2022/23 (final)	41%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	74%	Close to average
2024/25 (final)	76%	75%	Close to average
2023/24 (final)	70%	74%	Close to average
2022/23 (final)	76%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	68%	72%	Close to average
2024/25 (final)	62%	72%	Below
2023/24 (final)	83%	72%	Above
2022/23 (final)	55%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	71%	73%	Close to average
2024/25 (final)	76%	74%	Close to average
2023/24 (final)	80%	73%	Close to average
2022/23 (final)	59%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	59%	46%	Above
2024/25 (final)	60%	47%	Above
2023/24 (final)	67%	46%	Above
2022/23 (final)	50%	44%	Close to average

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	69%	62%	Close to average

Year	This school	National average	Compared with national average
2024/25 (final)	60%	63%	Close to average
2023/24 (final)	67%	62%	Close to average
2022/23 (final)	80%	60%	Above

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	66%	59%	Close to average
2024/25 (final)	60%	59%	Close to average
2023/24 (final)	89%	58%	Above
2022/23 (final)	50%	58%	Close to average

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	60%	Above
2024/25 (final)	60%	61%	Close to average
2023/24 (final)	100%	59%	Above
2022/23 (final)	60%	59%	Close to average

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	59%	68%	-9 pp
2024/25 (final)	60%	69%	-9 pp
2023/24 (final)	67%	67%	-1 pp
2022/23 (final)	50%	66%	-16 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	69%	80%	-11 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	67%	80%	-13 pp
2022/23 (final)	80%	78%	2 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	66%	78%	-12 pp
2024/25 (final)	60%	78%	-18 pp
2023/24 (final)	89%	78%	11 pp
2022/23 (final)	50%	77%	-27 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	72%	80%	-7 pp
2024/25 (final)	60%	81%	-21 pp
2023/24 (final)	100%	79%	21 pp
2022/23 (final)	60%	79%	-19 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.9%	5.2%	Above
2023/24 (3 term)	7.8%	5.5%	Above
2022/23 (3 term)	7.8%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	25.2%	13.0%	Above
2023/24 (3 term)	23.5%	14.6%	Above
2022/23 (3 term)	23.1%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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