

King of Kings School

142 Dantzic Street, Manchester, Lancashire M4 4DN

Inspection dates

14–16 December 2015

Overall effectiveness

Inadequate

Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Sixth form provision	Requires improvement
Overall effectiveness at previous inspection	Inadequate

Summary of key findings for parents and pupils

This is an inadequate school

- School leaders have not fulfilled their responsibilities to ensure that all of the independent school standards are met.
- The quality of school improvement planning is not sharp enough and does not focus sufficiently on improving pupils' learning.
- Leaders do not monitor the quality of teaching and its impact on learning rigorously enough. There is no robust system of performance management in place to ensure that teachers focus tightly on improving their skills and are held to account for pupils' progress.
- The planning of teaching, learning and assessment is not consistently detailed or focused on the skills that pupils will develop. As a result, teaching is not consistently good and pupils do not make as much progress in some areas as they could do.
- Teachers have not been provided with sufficient opportunities to develop their skills in teaching.
- Pupils do not have access to adequate facilities to conduct a full range of practical science experiments. This limits their full experience and development of skills in this area of the curriculum.

The school has the following strengths

- Behaviour in the school is good and relationships are strong and positive. Pupils in all phases of the school, including in the early years and in the sixth form, take an active part in the life of the school.
- The spiritual and moral ethos of the school is woven through all aspects of school life.
- Pupils attend well.
- Safeguarding is effective and previous shortcomings in this respect have been successfully addressed. Pupils are safe in school.
- Pupils are successfully equipped with the skills of resilience and independence and they focus on their work well.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the quality of leadership and management by:
 - ensuring that school improvement planning has specific targets which are measurable, linked to improving learning and reviewed regularly
 - implementing a robust process of performance management for staff to support developments in teaching
 - ensuring that governors are provided with more frequent information about the performance of the school to enable them to evaluate pupils' progress and hold leaders to account.
- Improve the quality of teaching, learning and assessment, and consequently the progress made by pupils, by:
 - implementing a planned programme of professional development, linked to teaching methodology, which includes providing teachers with opportunities to develop their practice by visiting other schools and sharing and implementing strategies at this school
 - ensuring that appropriate schemes of work and assessment are in place for all areas of the curriculum so that teachers are clear about the skills, knowledge and understanding that pupils will develop and the criteria against which their learning will be assessed
 - monitoring rigorously the quality of teaching and learning across the curriculum, focusing on the impact of teaching on pupils' learning.
- Improve the welfare and personal development of pupils by:
 - increasing the opportunities for pupils to be involved in sports
 - providing pupils with more opportunities to learn about other faiths and different types of relationships.
- Ensure that suitable facilities are provided for practical science to enable pupils, particularly those in Key Stages 3 and 4 and in the sixth form, to take part in a greater range of experiments and improve their skills and progress in this area of the curriculum.
- Improve the materials and the organisation of these in the early years play area to ensure that they are stimulating and fully support learning.
- The school must meet the following independent school standards.
 - The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively (paragraphs 2(1), 2(1a)).
 - The proprietor must ensure that the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those with an education, health and care (EHC) plan (paragraphs 2(1), 2(1)(b), 2(1)(b)(i)).
 - The proprietor must ensure that the teaching at the school enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught (paragraphs 3 and 3(a)).
 - The proprietor must ensure that the teaching at the school involves well-planned lessons and effective teaching methods, activities and management of class time (paragraphs 3 and 3(c)).
 - The proprietor must ensure that the teaching at the school shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons (paragraphs 3 and 3(d)).
 - The proprietor must ensure that the teaching at the school utilises effectively classroom resources of a good quality, quantity and range (paragraphs 3 and 3(f)).
 - The proprietor must ensure that the teaching at the school demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress (paragraphs 3 and 3(g)).
 - The proprietor must ensure that external lighting is provided to ensure that people can safely enter and leave the school premises (paragraphs 27 and 27(b)).
 - The proprietor must ensure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a), 34(1)(b)).

Inspection judgements

Effectiveness of leadership and management is inadequate

- Leaders have not ensured that all of the independent school standards are met.
- The quality of school improvement planning is weak. There is a lack of specific targets and no information about how developments will be monitored and evaluated. As a result, it is not possible for governors to have a secure view of the progress made by pupils and to hold leaders robustly to account for improvements.
- Leaders have not secured consistently good standards of teaching across the school. There is no specific programme of professional development linked to teaching and teachers have not been provided with adequate opportunities to develop their practice.
- The monitoring and evaluation of teaching is not rigorous enough in establishing the impact of teaching on learning. There is no robust performance management process in place for teachers to enable them to have a focused approach to the development of their teaching and to be held to account for pupils' outcomes.
- The quality of planning in the schemes of work does not support good teaching and learning. Although pupils follow a scheme for their morning learning and work on individual booklets, the planning for the complementary learning sessions in the afternoon does not contain enough detail to ensure that teachers are able to teach effectively, tailor the work according to pupils' needs or assess according to criteria. As a result, the quality of teaching and progress made by pupils is variable across the curriculum.
- Leaders have taken the decision to close the science laboratory as it is too cold to work in and there are loose slates on the floor. The lack of access to a suitable facility limits pupils' ability to take part in a full range of scientific experiments and develop their skills in this area.
- At the start of the inspection, there was no back-up lighting on the fire exits, which meant that the exits were potentially dark in the event of a fire. This had been rectified by the end of the inspection and additional lighting had been provided. Although there are street lights in the road next to the school, there is no outdoor lighting on the premises and the entrance is not sufficiently well lit.
- The inspector found that some of the bolts on the doors to the fire escape routes were stiff. By the end of the inspection, the bolts had been oiled and ease of access had been ensured.
- Leaders have established a calm and purposeful environment where behaviour is good. The routines that they have established mean that pupils are clear about the expectations of behaviour and they respond well to these. Any incidents of bullying are dealt with well.
- Pupils have access to a broad range of subjects across the curriculum which helps to develop their spiritual, moral, social and cultural understanding. Pupils' spiritual and moral understanding is fostered particularly well, and this is fully integrated into all aspects of school life.
- Although the school does not have its own outdoor space, school leaders have put in place appropriate risk assessments to enable the local park area to be used for recreation and outdoor physical education. Older pupils comment that they would like greater access to sports.
- **The governance of the school**
 - Governors are committed to the school, share its ethos and visit regularly.
 - Governors receive an annual report about the school but this is not frequent enough to enable them to fully monitor the work of the school and provide challenge to school leaders.
- There is an appropriate policy and procedure in place to enable any allegations made against staff to be investigated independently and two independent governors have been appointed to fulfil this role. The standard relating to this area of work was unmet in the last monitoring inspection but this has now been rectified.
- The arrangements for safeguarding are effective. Staff are trained well in a range of processes to ensure that pupils are safe. These include first aid training, and 'Prevent' training to raise awareness of radicalisation and extremism. Appropriate checks on staffing are conducted and previous weaknesses in this respect have been rectified. School staff liaise well with parents to ensure that pupils are safe and have recently sent out information to parents about online safety. The school publishes its child protection policy online.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching, learning and assessment is not consistently strong.
- In morning lessons, pupils work individually following a programme of self-assessed work books. In the afternoon, pupils are taught a range of subjects to complement the morning curriculum. The planning of the learning for the afternoon sessions is not sufficiently detailed to ensure that there is a strong focus on the skills, knowledge and understanding that pupils will develop, how they will move from their starting points, and the criteria for assessing their progress in these skills.
- Some of the work is too low-level and teaching does not always demonstrate effectively or explain what is expected from pupils. The feedback pupils receive from their teachers does not always help them to make progress.
- A scrutiny of pupils' books used in practical science indicates that although some scientific equipment is used, this is limited. Consequently, pupils' progress in this respect is hampered.
- Pupils show positive attitudes towards their work and a determination to succeed. They work at their own speed through their booklets during the morning sessions and mark their work against a marking scheme. Pupils are set targets for the completion of their individual work and are motivated to achieve their targets. Teachers support the pupils in completion of the work and regular testing takes place to assess pupils' understanding.
- Pupils are given an individual work area for the completion of their work and classroom routines are well established. They are given access to computers to support their learning and they use programmes to help build their skills.
- There are strong positive relationships between pupils and their teachers. Praise and rewards are regular features and pupils' achievements are recognised. These help to motivate pupils to learn.
- Homework is set regularly and there is a clear expectation that this will be completed. As a result, good study habits are encouraged.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils feel safe and are safe in the school. Pupils are taught about how to keep themselves safe. External speakers visit the school to talk to pupils about safety to enhance their understanding. A recent example of this enabled pupils to learn about safety in relation to fireworks.
- Pupils are encouraged to become good citizens and opportunities for charity work, in particular to help the local area, form part of the school's work. Pupils are aware of their roles as members of a community; for example, they have been involved in planting bulbs in the local park.
- Pupils' spiritual and moral understanding is well developed. Spiritual and moral reflection is woven through all aspects of the school's work and curriculum. As a result, pupils are thoughtful and reflective.
- Pupils are given access to appropriate careers guidance. Older pupils are involved in visits and work experience to help them to make choices about the next stage of their education.
- Pupils are taught to respect all people and this is shown in the way that they behave. However, their understanding of faiths other than their own and of different types of relationships is less secure.

Behaviour

- The behaviour of pupils is good. There is an orderly environment in the school.
- Pupils attend well and show positive attitudes towards their learning. They are very polite towards staff and visitors, and they are smart in their uniforms.
- Pupils respond well to instructions and show a considerable resilience and determination in completing their work. They are well equipped and prepared for learning.
- Although pupils say that there are some instances of bullying, they are confident that these are dealt with well by their teachers.

Outcomes for pupils require improvement

- The progress of pupils requires improvement as it is too variable across the curriculum.

- In some areas, pupils' progress is not strong enough and the quality of their work falls short of national norms. Outcomes require improvement, particularly in practical science, French and art.
- Where planning and teaching is weaker, the work provided does not take full account of pupils' needs or have a clear view of what progress is expected. As a result, progress is restricted.
- The inspector saw evidence of positive progress in mathematics and in reading. Pupils read with confidence and fluency. They are able to reflect on difficult words and work out their meaning from the context.
- Pupils are articulate and able to explain the work that they complete in detail. They show good standards of handwriting. Pupils are able to use their skills of reasoning to construct discussion pieces presenting balanced views around a theme.
- Pupils demonstrate strong development in their understanding of their religious faith and their knowledge of the Bible.
- The school does not follow GCSE or A-level courses but works towards an International Certificate of Christian Education.
- In recent years, the school has not had any pupils who have reached the end of study in Key Stage 4 or 5. As a result, there is no recent information on the destinations of pupils when they leave the school.

Early years provision

requires improvement

- Children in the early years begin in a pre-school class and they progress to the ABC class when they demonstrate readiness to read.
- Although children's progress in the early years is tracked and logged according to the statutory framework for the Early Years Foundation Stage, teaching does not always build sufficiently on prior achievements. Some tasks are not challenging enough or sufficiently adapted to the needs of the children. As a result, children's learning could be further accelerated.
- The books and resources in the play area are in need of updating to ensure that they are stimulating, interesting and organised to support learning effectively.
- Teaching in the early years incorporates a range of approaches including the use of video, creative work and practical experiments. Children learn to make links between letters and sounds using a system of animal names which helps them to remember the sounds.
- Children in the early years are integrated effectively into the life of the school. They interact well with other pupils and take an active part in school events. During the inspection, children were given active roles alongside other pupils in the school Christmas play.
- Children behave well, show positive attitudes towards their learning, and respond well to their teachers. There are clearly established routines in place and high expectations for the way that the children should behave well.

Sixth form provision

requires improvement

- Learners in the sixth form, as in the rest of the school, complete individual work in the morning and complementary lessons in the afternoon. Some of the afternoon lessons take place with pupils in Key Stages 3 and 4. The planning for the complementary lessons is not sufficiently detailed to ensure that it is clear how sixth form learners will develop their skills in these sessions and how work will be tailored to meet their needs.
- The current lack of access to suitable science facilities means that the opportunities for learners to complete a full range of experiments in science are restricted. This has a negative impact on their progress in this subject area.
- Learners in the sixth form are encouraged to take a full role in the life of the school. They are given opportunities to develop their leadership skills through their involvement in school productions and leading the school council, which gives a mechanism for gathering younger pupils' views.
- As is the case with younger pupils, learners are equipped with the skills of resilience, independence and good study habits.
- The individualised work that learners complete in the morning sessions helps to move their learning on from their starting points.

- Learners receive assistance from their teachers to help them to access appropriate work experience linked to their aspirations and future careers. They are given opportunities to attend events link to further study which helps them to plan for their futures.

School details

Unique reference number	105596
Inspection number	10006653
DfE registration number	352/6037

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Christian faith day school
School status	Independent school
Age range of pupils	3–18 years
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	13
Number of part-time pupils	1
Proprietor	King of Kings School
Chair	Dr Philip Lewis
Headteacher	Mrs Brenda Lewis
Annual fees (day pupils)	£3,500
Telephone number	0161 834 4214
Website	www.kingofkingsschool.org.uk
Email address	kingofkingsschool@hotmail.co.uk
Date of previous inspection	11–13 June 2013

Information about this school

- King of Kings School is an independent non-denominational Christian school which is situated close to Manchester city centre. It was established in 1986 and has been on its present site since 1991.
- The school aims 'to provide a Christian education by approaching every aspect of school life in accordance with the Bible, which is God's word'. The school works in partnership with Christian Education Europe (CEE).
- The school occupies the top floor of a large Victorian building, formerly known as 'The Ragged School'. It is registered to accommodate up to 45 pupils between the ages of three and 18 years of age. At the time of the inspection, there were 13 pupils, from a diverse range of ethnic backgrounds, on roll at the school.
- Pupils are grouped and taught as a pre-school group, infants, juniors and seniors. At the time of the inspection, there were no pupils in the infant group.
- The school has no outdoor space specifically linked to the building but makes use of the public park opposite the school to provide outdoor recreational space for pupils.
- The school does not use any alternative provision.
- The school's last full inspection by Ofsted took place in June 2013. At this time, the school was judged to be inadequate. This was followed by a progress monitoring inspection in March 2014. Progress in implementing the action plan following the inspection was judged to be good.
- In October 2014, an emergency inspection took place because of significant concerns about the culture of

safeguarding and discipline in the school. This inspection identified unmet standards.

- In March 2015, a progress monitoring inspection took place. The previously identified failings regarding pupils' welfare, health and safety and the checks on the suitability of staff, supply staff and proprietors had been addressed. However, the inspection identified that the school did not have in place a policy to ensure that allegations against staff were investigated independently. The standard regarding the arrangements to safeguard and promote the welfare of pupils at the school, and subsequently leadership and management standards, therefore remained unmet. The school submitted an action plan to address the areas and this was evaluated as acceptable.
- Since the last inspection, two independent governors have been appointed to the governing body.

Information about this inspection

- This inspection was conducted without prior notice to the school.
- The inspector observed learning in all phases of the school, checked the school's compliance with the independent school standards and looked at samples of pupils' work across a range of subjects. She visited an assembly and observed pupils preparing for their school Christmas play.
- The inspector held meetings with leaders and teachers in the school, the Chair of the Governing Body, the governor in charge of safeguarding and two groups of pupils.
- The inspector scrutinised an extensive range of school documentation including policies, planning, information provided to governors, documentation relating to training and information about the progress, behaviour and attendance of pupils in the school. She looked at the school's single central record of employment checks, the five responses received to the staff inspection questionnaire and the responses over time to Parent View (Ofsted's online questionnaire for parents).
- The inspector conducted a thorough tour of the school.
- On the second day of the inspection, pupils left the school at lunchtime as they were presenting their school Christmas play in the evening.
- The registration authority for independent schools commissioned Ofsted to consider, as part of this standard inspection, the school's progress in meeting the independent school standards, which were previously unmet in March 2015. This information is included in the report.

Inspection team

Julie Yarwood, lead inspector

Her Majesty's Inspector

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