

King of Kings School

18 October 2016

142 Dantzic Street, Manchester, M4 4DN

Overall outcome

The school does not meet all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraphs 2 (1)(a), 2(1)(b)(i)

- This standard is now met. At the time of the last inspection, the school did not ensure that appropriate schemes of work and assessment were in place for all areas of the curriculum. Consequently, teachers were not clear about the skills, knowledge and understanding that pupils will develop and the criteria against which their learning will be assessed.
- In the action plan submitted to the Department for Education (DfE), the proprietor did not demonstrate how actions will be monitored and evaluated, by whom and when. The curriculum plan did not show progression for learning and it was unclear as to how policy changes have been shared with staff.
- Leaders were able to demonstrate to the inspector that appropriate schemes of work and assessment opportunities are in place for all areas of the curriculum. The quality of these schemes is variable but all meet an acceptable standard. It is clear what skills, knowledge and understanding pupils are intended to acquire and deepen and against which criteria they will be assessed. During the summer term, there were a number of training sessions during which these plans were shared with teachers. Teachers have further broken down these schemes and aligned them closely to the new assessment framework. There is a structure and cohesion to the plans that allows for pupils' progression.
- The previous inspection also found that school policies and schemes of work did not take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care (EHC) plan.
- In the action plan submitted to the DfE, the proprietor did not demonstrate how schemes of work would impact on pupils' progress. The proprietor also indicated that support would be sourced from a variety of local schools and educational consultants and advisers but was unable to specify which schools or consultants. The proprietor also identified that support would be sought for the provision for pupils who have special educational needs and/or disabilities. The structure of the curriculum and how it would be delivered was also unclear.
- During this progress inspection, leaders showed clarity in explaining and demonstrating how the curriculum and schemes of work build on pupils' prior knowledge. Leaders understand how the needs of pupils are to be supported in their learning and how to build on what pupils already know and can do. Staff have benefited from working with colleagues from other schools and, as part of their professional development, have worked on projects to improve their practice. The school's provision for pupils who have special educational needs and/or disabilities is clearly set out on the website and leaders have valued the advice they have received in strengthening this provision. Leaders were able to present a coherent curriculum

structure and explain how it will be delivered. The basic skills of literacy and numeracy are reinforced daily.

Paragraphs 2(2)(e)(i)

- This standard is not met. The pupils are not provided with impartial careers guidance during their time at the school. There is one opportunity to go to a careers festival but leaders have not ensured that there are planned opportunities for pupils of secondary age to receive impartial guidance to aid them in making fully informed choices.

Paragraphs 3(a), 3(c), 3(d), 3(g)

- This standard is now met.
- In the action plan submitted to the DfE, the proposed assessment of pupils' learning was lacking in rigour. It was unclear as to how staff and governors would be supported in implementing the new assessment systems and subsequently monitoring and evaluating pupils' progress. The plan was vague on how leaders would systematically improve the quality of teaching and learning and as to how performance management and self-evaluation would be used as tools for school improvement.
- Leaders are now able to demonstrate clear progression routes through the curriculum and how pupils are assessed at key points. Parents are kept informed of how well their children are progressing and leaders and governors regularly review the progress of pupils. This has been enhanced by a new assessment framework which stipulates what aspect of learning is being assessed at each point. Governors and all staff have received training on this new assessment framework. There is a cycle of monitoring and evaluating the quality of teaching and learning that is underpinned by a programme of professional development. Alongside this, teachers are now engaging in discussion to develop their pedagogy and are using what they learn to evaluate and improve their own teaching. This is beginning to promote a culture of reflection and self-evaluation. Systems to review the effectiveness of teachers are in the process of being formalised.

Paragraph 3(f)

- This standard remains unmet. At the time of the last inspection, the science laboratory was closed so pupils could not access a full range of facilities to develop their skills. The resources in the early years did not support learning effectively.
- There are now two science laboratories and they are appropriately equipped. Pupils benefit from having practical science lessons on a weekly basis and this enhances their scientific understanding and knowledge.
- There are a range of resources and opportunities available to the children in the early years such as malleable work with pastry, a discovery zone, creative play with paints, role play, sand and water play, and the use of a reading area with new books. However, there are very limited opportunities and experiences for outdoor play and the balance between activities led by children and activities led or guided by adults is not planned with sufficient rigour.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- This standard is not met. The arrangements to safeguard children are ineffective because the school's policies and procedures are unclear as to who is the most suitable person to whom a concern should be raised. Also, the policies and

procedures provide incorrect contact information and do not fully reflect the most recent safeguarding requirements.

- Pupils were unable to demonstrate any awareness of matters regarding extremism and radicalisation.

Paragraphs 16, 16(a), 16(b)

- This standard is not met. During the inspection, the inspector noticed that extremely hot water pipes were left uncovered in areas that were used by children and pupils. The hot water pipes were at leg level and also around door frames. This posed a significant risk of burns to a child or pupil. Likewise, hot radiators in classrooms were uncovered and posed a similar risk.
- Both of these risks to pupils' safety have not been identified, assessed or acted upon.

Part 5. Premises of and accommodation at schools

Paragraph 27(b)

- This standard is now met. At the time of the last inspection there was no outdoor lighting on the premises and the entrance was not sufficiently well lit. Consequently, pupils and staff were unable to leave the premises safely.
- In the action plan submitted to the DfE, the proprietor undertook to provide an additional light over the front door to the building and ensured that plans were in place for the completion of the work to the outside light.
- There is now appropriate outdoor lighting on the premises and the entrance is sufficiently well lit.

Part 8. Quality of leadership in and management of schools

Paragraphs 34(1), 34(1)(a), 34(1)(b)

- This standard remains unmet. At the time of the last inspection, leaders did not demonstrate good skills and knowledge about the school because the quality of school improvement planning was weak and the monitoring and evaluation of teaching was not rigorous enough in establishing the impact of teaching on learning. It was also found that governors did not receive frequent detailed reports about the school. As a result, governors did not have a secure view of the progress made by pupils, nor did they hold leaders robustly to account for improvements.
- In the action plan submitted to the DfE, improvement planning did not include accurate details of how actions will be robustly monitored and evaluated and the actions were missing clear success criteria and milestones.
- This progress inspection indicated that school improvement planning is more focused than previously. Governors receive regular and pertinent information as to how well pupils are progressing and how effective teaching and learning are in the school. This has resulted in leaders and teachers being held more to account. Actions are now clearly linked to improving provision and outcomes for pupils.
- As previously mentioned in Part 3 of this report, the arrangements to safeguard children are ineffective. Also, the standards that were met at the previous inspection but are now judged not to be met indicates that leaders and governors do not have the necessary skills and knowledge and have failed to fulfil their responsibilities to ensure that the independent school standards are being consistently met.

Schedule 10 of the Equality Act 2010

- Arrangements are made to meet the requirements of paragraph 3 of schedule 10 of the Equality Act 2010.

Statutory requirements of the Early Years Foundation Stage

- Safeguarding and welfare requirements are met.
- Learning and development requirements are met.

Compliance with regulatory requirements

The school does not meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

The school does not meet the following independent school standards

Standards that were not met at the previous inspection and remain un-met at this inspection

- The proprietor must ensure that teaching utilises effectively classroom resources of a good quality, quantity and range (paragraph 3(f)).
- The proprietor ensures that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1)(a), 34(1)(b)).

Standards that were met at the previous inspection, but are now judged to not be met at this inspection

- The proprietor must ensure that for pupils receiving secondary education, careers guidance is presented in an impartial manner (paragraphs 2(2)(e)(i)).
- The proprietor must ensure that arrangements are made to safeguard and promote the welfare of pupils at the school; and such arrangements have regard to any guidance issued by the Secretary of State (paragraphs 7(a), 7(b)).
- The proprietor must ensure that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and appropriate action is taken to reduce risks that are identified (paragraphs 16, 16(a), 16(b)).

The school now meets the following independent school standards

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan (paragraphs 2 (1)(a), 2(1)(b)(i)).
- The proprietor must ensure that teaching 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; involves well planned lessons and effective teaching methods, activities and management of class time; 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 and 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(a), 3(c), 3(d), 3(g)).

- The proprietor must ensure that external lighting is provided in order to ensure that people can safely enter and leave the school premises (paragraph 27(b)).

School details

Unique reference number	105596
DfE registration number	352/6037
Inspection number	10020962

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
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	13
Of which, number on roll in sixth form	1
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 8344214
Website	www.kingofkingsschool.org.uk
Email address	kingofkingsschool@hotmail.co.uk
Date of previous standard inspection	14–16 December 2015

Information about this school

- King of Kings School is an independent, non-denominational Christian school. 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. There are

three pupils who have special educational needs and/or disabilities and none who have a statement of special educational needs or an education, health or care plan. There is one pupil in the early years.

- The school makes use of the public park opposite the school to provide outdoor recreational space for children and pupils.
- The school does not use alternative provision.

Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress that the school has made in meeting the independent school standards and other requirements that were judged non-compliant at its previous inspection.
- This was the first progress monitoring inspection following the previous standard inspection which took place in December 2015.
- The Department for Education (DfE) rejected the school's action plan following the previous inspection.
- The inspection was conducted without notice to the school.
- During the inspection, the inspector held meetings with the headteacher and three members of the governing body, including the chair of the governing body. The inspector toured the school and visited all classes. The inspector spoke to most of the pupils and scrutinised a range of relevant policies and documentation, including schemes of work and assessment information. The single central record was checked and safeguarding policies and procedures were reviewed.

Inspection team

Jonathan Jones, lead inspector

Her Majesty's Inspector

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