

King of Kings School

Independent School

Inspection report

DfES Registration Number	352/6037
Unique Reference Number	105596
Inspection number	302196
Inspection dates	22-23 May 2007
Reporting inspector	Christine Graham HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

© Crown copyright 2007

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

Information about the school

King of Kings School is an independent Christian school in inner city Manchester. It is affiliated to Christian Education Europe (CEE) who regularly monitor the school. The school was established in 1986 and has been in its present premises since 1991. The school was last inspected in March 2003. Most of the 27 students are African with the greater proportion coming from Nigeria. Many students have English as an additional language although none are at an early stage of speaking English. There are 18 students who are 3-10 years old and 9 who are 11-19 years old. The curriculum is based on the Accelerated Christian Education (ACE) programme. The ACE programme is an individualised system in which students work through workbooks called Packages of Accelerated Christian Education (PACEs) at their own rate. They work in the learning centre at individual work stations known as 'offices' during the morning sessions; in the afternoons they work in classes or small groups using more conventional learning methods. Some students have learning difficulties and/or disabilities but none has a statement of special educational need. The school aims are to *'provide a specifically Christian education using individual programmed motivated learning and a Christian curriculum'*.

Evaluation of the school

King of Kings School successfully meets its aims. It provides a good education for its students. It works with parents to ensure that students are fully prepared for the next stage of their education and for life beyond school. Most teaching is good and the curriculum is interesting, well structured and well organised. Students learn well and develop very effective independent study skills. Students with learning difficulties and/or disabilities and students with English as an additional language make good progress because the curriculum is accurately matched to their needs. The provision for students' spiritual, moral cultural and social development is outstanding. The provision made for the welfare, health and safety of students is good. The headteacher and staff know the school well and the schools' self evaluation is accurate. The school is aware of the changes which are required to fully meet the regulations. Although all the necessary information parents require is available, the school has identified that it is not all included in the prospectus.

Quality of education

The curriculum of the school is good. The ACE curriculum includes all the subjects normally found in the National Curriculum and is founded on Christian beliefs. The curriculum is personalised and students work through it at their own pace, because it is closely matched to their needs. Spiritual and moral teaching underpins the entire curriculum as does the development of the individual student. The basic structure of the curriculum is considerably enriched by a range of supplementary teaching. For example, students can choose to learn Latin, French and Chinese. They cover modules on financial management, English history, the work of the United Nations, public speaking and performance and music and the arts. Students make good progress. They develop a breadth of understanding and the ability to make links between new learning and that which is already known. The curriculum is well planned and makes clear how the skills and understanding of students will progress as they move through the school.

In the early years, students are systematically taught to read, write and understand number. But even at this early age, their understanding of the world is promoted. The development of spoken English is a priority for the school, particularly, the development of vocabulary and, for many students, the ability to communicate effectively in English. As students move into the junior and secondary departments, the curriculum is further extended. All pupils learn French and the more able learn Latin. Until 2006, students took GCSE Latin gaining higher grades. However, the examination board has now discontinued the course. Older students receive appropriate careers guidance, mentoring and opportunities to undertake work placements. Where possible, the school tries hard to meet any additional needs.

Students develop effective information and communication technology (ICT) skills and some gain external qualifications in the subject. Younger students are taught to swim and the limited accommodation available is used to good effect to enable students to take regular exercise and develop sporting talents. There is a small but fairly well equipped science laboratory and students benefit from specialist science and music teaching. Although there are no extra curricular activities, the curriculum is enriched by a number of additional activities, visits and visitors.

The annual ACE European Student Convention provides an excellent opportunity for students to develop their talents and skills in a range of areas and to perform for a much wider audience than would normally be available in this small school. Students compete with others and measure their work against a known standard. They develop their talents and skills in art, music, public speaking and performance, team and individual sports and writing. Students from the school achieve well at the convention. They also develop self-confidence, self-esteem and have the opportunity to socialise with others and develop lasting friendships.

Teaching is good because the staff understand the curriculum and ensure that each student learns as well as they can. As a result, all students make good progress

whatever their starting points. Students are given a diagnostic assessment on entry to the school so that they can be placed on an appropriate point of the curriculum. They are then re-diagnosed within a very short period so that additional support or challenge can be provided. There are regular formal assessments and continuous daily assessment, both through the PACEs and by more informal methods. Students with learning difficulties and /or disabilities are identified and are given work which is accurately matched to their current needs and which is designed to tackle a specific weakness. Students who need additional support with English are also identified and are given effective support. Students with English as an additional language have a reading age at least two years above their actual age and in most cases much more than that. Students with learning difficulties and /or disabilities have reading ages at least in line with their actual age. Older students express themselves well, both orally and in writing. Students report that the school has improved their spoken and written English very effectively. Students working in the learning centre mark their own work but are given good oral guidance from staff as to what might be further improved. Staff have high expectations of all students and frequently check self-evaluations and work to ensure they stay on track. Students develop effective learning habits and have high levels of concentration and motivation. However, they can also work co-operatively as part of a wider group. Written reminders in 'offices' underpin the ways in which they are expected to work. Although students are involved in some investigative and practical work, opportunities for this are limited, mainly due to concerns about safety. Many students go on to university after completing the National Christian School Certificate (NCSC) level III; this is soon to be replaced by International Certificate of Christian Education (ICCE) advanced level certificate. Very few students leave the school at 16 with no qualifications at all.

There is regular staff training and a culture of self evaluation and continual improvement. The school is regularly monitored by (CEE), who not only comment on teaching and curriculum, but also ensure that the school meets current standards and regulations.

Spiritual, moral, social and cultural development of the pupils

Spiritual, moral, social and cultural development is outstanding and as a result, the personal development of students is very good. The Christian ethos of the school provides a solid and secure basis from which all else is learned. Students are taught to strive for excellence in everything they do and to develop worthwhile character traits. They are well supported and guided and given every encouragement to make the right decisions and choices. As a result, their behaviour is outstanding. Students have a very good and very personal understanding of the Bible and this understanding is developed in everything they do throughout the day. However, students are not simply compliant, they are challenged and encouraged to ask searching questions. As a result, they can express their opinions clearly and thoughtfully. The school has a strong partnership with another Christian school and links with schools abroad. The European Student Convention provides very good

opportunities for students to develop social and interpersonal skills within a wider group of people, as do joint residential visits. At the time of the inspection, one student, who had achieved particularly well at the European Student Convention, was in America at the international convention. Two others who had also been invited to attend had chosen to remain in school.

The school is raising money so that a school in Africa can have fresh drinking water. However, this is more than simply fundraising, students develop a very good understanding of the needs of people in other countries, because of the personal links that are formed. They have good general knowledge and are very well informed about the public services and democracy. They learn about other religions and cultures, and compare these to their own experiences.

Parents are very happy with the education their children receive and students are equally positive. The school works in partnership with parents and families. Families work with the school during regular 'maintenance days' when they clean and maintain the building. Older students recently refitted the school kitchen as part of their design and technology (D&T) work. This included planning the work, decorating, installing kitchen units, costing the project and evaluating its success. These practical experiences, combined with opportunities to perform and to present learning, the development of self-confidence and self-esteem, modules on financial management and their very good English, maths and ICT skills, ensure that they are well prepared for the next stage of their education and their future life.

Welfare, health and safety of the pupils

The school makes good provision for students' welfare, health and safety. Younger students like the tangible rewards they receive and older students speak thoughtfully about 'the hand on the shoulder' and the 'whispered word of encouragement'. Students are taught to live a spiritual, moral and honest life and this gives them good guidance on how to avoid those things which would hurt them. Students benefit from regular exercise and are encouraged to eat healthily. Water is available in school and students have fruit breaks. The school makes good use of a nearby park and the two large halls available inside the building to ensure that pupils benefit from regular exercise. All staff are trained in first aid and there are regular fire drills. Risk assessments for pupils on educational visits and activities outside the school are undertaken but are not always recorded in the required detail. All the procedures to safeguard students are in place but the designated person for child protection has not received up-to-date training because the course he was to attend was cancelled. The school is aware that this must be attended to.

The admission and attendance registers comply with regulations. The school does not meet the requirement of the Disability Discrimination Act (DDA) 2002 as it does not have a current three-year action plan to increase disabled access to the school and the curriculum.

Suitability of the proprietor and staff

The school has carried out the necessary safeguarding checks for all staff and adults in contact with students. The school has a staff appointment system, which ensures that appropriate checks are made before staff are appointed. However, it has not yet carried out medical checks on staff because no new staff have been appointed recently.

School's premises and accommodation

The building is old but is kept clean and welcoming. There is a regular programme of maintenance and redecoration. There are specialist rooms for art, science and D&T and a large hall which is used for assemblies, physical education (PE) and recreation. The learning centre is large enough for students to work comfortably and has sufficient natural and artificial light. Although there is no outdoor play area, the school makes good use of an adjacent park for break times and PE.

Provision of information for parents, carers and others

The quality of information provided for parents, carers and others is good. There is an attractive and informative prospectus, which provides clear information for parents. It includes most of the statutory information but does not give parents a list of staff employed at the school and their qualifications. Parents receive three written reports each year and these provide very detailed information about the progress of individual students. There are two parent / teacher meetings a year and parents are encouraged to discuss any immediate concerns with the headteacher, staff or the parent governor.

Procedures for handling complaints

The school has a very thorough complaints procedure and parents are comfortable about approaching the school with problems or concerns.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- ensure that the designated member of staff undertakes the required refresher training on safeguarding children as a matter of urgency (paragraph 3 (2)(b))

- complete detailed, written risk assessments for educational visits (paragraph 3 (2) (c)).

The school does not meet all requirements in respect of suitability of proprietor and staff (standard 4) and must:

- prior to the confirmation of the appointment of all staff ensure that medical checks are carried out (paragraph 4(c)).

The school does not meet all requirements in respect of the provision of information for parents, carers and others (standard 6) and must:

- make available, and make it clear to parents, carers and others they can request the following:
- particulars of academic performance during the preceding school year (paragraph 6 (2)(i))
- the complaints procedure, together with details of the number of complaints registered under the formal procedure during the preceding school year (paragraph 6 (2) (j))
- provide the number of staff employed at the school and a summary of their qualifications (paragraph 6 (2) (k)).

In order to comply with the requirements of the Disability Discrimination Act (DDA) 2002 the school should devise a three-year accessibility plan.

School Details

Name of school	King of Kings School		
DfES number	352/6037		
Unique reference number	105596		
Type of school	Christian School		
Status	Independent		
Date school opened	September 1986		
Age range of pupils	3-19		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 15	Girls: 12	Total: 27
Number on roll (part-time pupils)	Boys: 0	Girls: 1	Total: 1
Number of boarders	Boys: 0	Girls: 0	Total: 0
Number of pupils with a statement of special educational need	Boys: 0	Girls: 0	Total: 0
Annual fees (day pupils)	£2,250		
Address of school	142 Dantzic Street Manchester Lancashire M4 4DN		
Telephone number	01618344214		
Email address	kingofkingschool@hotmail.co.uk		
Headteacher	Mrs B Lewis		
Proprietor	King of Kings School 518471		
Reporting inspector	Christine Graham HMI		
Dates of inspection	22-23 May 2007		