

Kings Kids Christian School

Independent School

Inspection report

DCSF Registration Number	209/6361
Unique Reference Number	133447
Inspection number	320361
Inspection dates	4-5 March 2008
Reporting inspector	Sandra Teacher

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).

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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 Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

The Kings Kids Christian School is situated in the diversely cultural London Borough of Lewisham. The school uses the Accelerated Christian Education (ACE) curriculum, which follows the 'School of Tomorrow' programme that seeks to develop the entire person for secular success and a life of Christian service. Twenty two pupils are taught in two mixed-age Learning Centres, one for pre-school children and one for pupils aged five to ten years. In these classes, pupils work individually and silently on graded workbooks for at least half of the school day. The school opened in 2000 and this is the first full inspection of education.

Evaluation of the school

The quality of education at The Kings Kids Christian School is satisfactory, with a number of good features, notably the provision for the pupils' spiritual, moral, social and cultural education and the provision for their health, safety and welfare. The school is particularly successful in its aim of providing a Christian education; in this it is outstanding. Pupils' behaviour is excellent. The school meets all of the regulations.

Quality of education

The curriculum is satisfactory. The ACE curriculum is a strength and makes good provision for the development of basic skills in English and mathematics. In the morning sessions, pupils follow work set out in booklets called Packages of Accelerated Christian Education (PACES), covering six core aspects of the curriculum: English, science, mathematics, word-building, social sciences, creative writing and literature. These booklets allow individuals to work at their own pace and to make good progress.

The afternoon sessions comprise further core subjects such as information and communication technology (ICT), personal, social and health education (PSHE), citizenship and practical science. These afternoon subjects also offer opportunities to develop speaking and listening skills, through discussions and individual pupil presentations. This balance between individual silent study and class activities ensures that the minimum requirements for the curriculum are met.

The provision for the development of creative skills is mainly through art,

creative writing in English and presentations. For example, older pupils choose a topic for research related to their Bible study and, in this way, are able to offer a personal response. They use ICT well to present their findings, orally and in writing. Music and drama come into preparations for religious festivals but the physical education (PE) skills taught, apart from swimming, are very restricted. For example, pupils do not have the opportunity to play team football and netball. The PACEs cover theory in science and some simple, practical science experiments are conducted, but pupils are not taught science enquiry methods.

The PSHE programme goes some way to preparing pupils for their future and for learning how to keep themselves safe. It introduces facts about risk-taking behaviour, such as smoking, illicit drugs and crime, but these are not taught in a systematic way.

Overall, teaching and assessment are satisfactory. In the PACEs lessons, teachers have good subject knowledge and they plan the group lessons well to cater for the age and ability spread in their classes. They check that the PACEs programmes are sufficiently challenging for each pupil. Small class sizes allow the teachers to help individual pupils and relationships are excellent. Pupils with learning difficulties are particularly well supported. Teachers encourage pupils to try their best and they support the pupils well. The faith, knowledge and enthusiasm of the staff guide pupils well in their knowledge of scripture. The content of the various subjects is underpinned by examples from scripture, so that lessons are cohesive and reinforce the Christian teaching.

Pupils work diligently and the school's records show that they make good progress when working through the booklets. This is related partly to the quality of teaching that they receive, but mainly to the efforts of the pupils themselves, over time, to master basic skills through completing the PACEs. Pupils develop good skills in working independently through the PACEs. They make good progress, particularly in reading, writing and mathematics, from their various starting points. Their handwriting is a pleasure to read. The PACEs allow pupils to proceed at a rate which suits each individual. Extension work, such as in-depth reading or writing is given to more able pupils, where appropriate. Listening and speaking skills develop satisfactorily through afternoon lessons and through preparation work for individual presentations. However, these good features are not carried through when teaching other subjects. Teachers' planning does not always consider the age and ability range and often all pupils are expected to do the same work. The higher attaining pupils are not sufficiently challenged.

Pupils are rather passive learners in some lessons. They have too few opportunities to express a personal viewpoint or to make extended oral responses. There are some missed opportunities to link pupils' everyday lives or events in the world around them to teaching points and so make the lessons seem relevant. At times, teachers talk too much and answer their own questions, before finding out first what pupils think or could contribute. In the best lessons, pupils interact with the teacher, discuss their

learning and feel able to offer suggestions. Pupils themselves say that they enjoy the 'hands-on' lessons, such as art and design, design and technology and ICT and visits off-site, and would welcome more of these. Resources are good for the ACE curriculum and teachers draw on additional published schemes. However, more practical resources would enhance both the teaching and learning in lessons. The Foundation Stage lacks wheeled vehicles to develop physical skills.

Assessment is satisfactory. Pupils are assessed on entry but the main emphasis is on literacy skills. The school has yet to develop a strategy of similar quality for other subjects including mathematics and science. The PACEs provide regular, day to day, detailed feedback on how pupils are progressing in their learning. Pupils set themselves appropriate personal daily targets for work they will complete. Teachers monitor these, to ensure that pupils are suitably challenged. There are frequent, formal tests of progress and detailed termly reports for parents.

Spiritual, moral, social and cultural development of the pupils

The spiritual, moral, social and cultural development of the pupils is good. The provision for pupils' spiritual development is outstanding and this is highly valued by parents and pupils alike. Attendance is excellent. Religious education is a significant strength. The ACE curriculum fosters and develops an in-depth knowledge and understanding of Christianity. The cohesive curriculum of daily devotions, Bible study and lessons, all develop pupils' faith and understanding of Biblical teaching. As a result, pupils have a very sound moral grounding and a very clear sense of right and wrong. This dimension to the curriculum is evident across all subjects, where the Christian standpoint and teaching influence the content and tasks that pupils are set. This curriculum reinforces the aims of the school, impacting directly on the pupils' good moral and social development and on their welfare. Pupils are very self-disciplined and motivated. Their behaviour is outstanding, encouraged by an effective system of positive rewards for effort. This school is a family community with very close friendships.

The provision for pupils' economic well-being is satisfactory. Their basic skills develop well. Pupils have good contacts with the local community, for example, they make regular visits to the elderly and to the local Church. Pupils learn about other religions and cultures through their PACEs and through PSHE and citizenship lessons. However, the school agrees that there is more work to be done in helping pupils to develop an awareness of the rich diversity of the English community, for example within New Cross alone.

Welfare, health and safety of the pupils

Provision for the welfare, health and safety of the pupils is good. All the required policies to help safeguard pupils are in place and up to date. Detailed records are kept. Pupils are well cared for and say that they enjoy school. Parents' responses show that they are very satisfied with the care their children receive. The school

makes good provision for keeping pupils safe. Detailed records and procedures are followed for every aspect of school life. There is adequate provision to encourage pupils to adopt healthy lifestyles. Daily skipping and the involvement of parents in healthy eating are part of the project.

The school complies with the requirements of the Disability Discrimination Act (DDA) 2002.

Suitability of the proprietor and staff

All the required checks on staff employed at the school, including checks with the Criminal Records Bureau, have been satisfactorily completed. The school complies with the most recent guidance.

School's premises and accommodation

The accommodation provides a suitable environment for learning, with two large classrooms and a spacious hall. There is a small outside area for the Foundation Stage but this is not used sufficiently as an outdoor classroom. Older pupils use the hall for break times and there are regular visits to the local park and sports centre.

Provision of information for parents, carers and others

The quality of information provided for parents is good. In a small family school like this, there is close daily contact. They receive all the information which the regulations require. A prospectus contains most of this and further information is available on request from the school. Parents receive helpful, timely, written reports detailing the progress that their children have made.

Procedures for handling complaints

The school's procedures for handling complaints meet all requirements. The school is small and so it is easy for parents to raise any concerns informally.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005.

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- ensure the planning for subjects outside of the ACE curriculum is more closely matched to age and ability
- plan more activities which involve practical, 'hands on', experiential learning
- improve the quality of assessment of pupils' work in all subject areas
- develop further the provision for science, PSHE, art and PE.

School details

Name of school	Kings Kids Christian School		
DCSF number	209/6361		
Unique reference number	133447		
Type of school	Christian day school		
Status	Independent		
Date school opened	2000		
Age range of pupils	5-11 years		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 10	Girls: 12	Total: 22
Number of pupils with a statement of special educational needs	Boys: 0	Girls: 0	Total: 0
Annual fees	£3,500		
Address of school	100 Woodpecker Road New Cross London SE14 6EU		
Telephone number	0208 691 5813		
Fax number	0208 691 5813		
Email address	m.okenwa@kkcs.org.uk		
Headteacher	Mrs Mary Okenwa		
Proprietor	Mrs Mary Okenwa		
Reporting inspector	Sandra Teacher		
Dates of inspection	4-5 March 2008		