

King of Kings School

Independent school inspection report

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Reporting inspector	Michael Thirkell

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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 the purpose of which is to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.¹

This was a light touch inspection which focused principally on the quality of education provided by the school; its provision for the pupils' spiritual, moral, social and cultural development; the arrangements for safeguarding pupils and the improvements the school has made since its last inspection.

Information about the school

King of Kings is an independent non-denominational Christian school situated on an inner city site in Manchester. The school, which is affiliated to Christian Education Europe (CEE), was established in 1986 and has been on its present site since 1991. The school buildings, initially constructed in the nineteenth century to provide education for the child mill workers, were known as 'the Ragged School'. Registered to accommodate up to 45 pupils it currently provides education for 28 boys and girls between three and 18 years of age. There are three children in the Early Years Foundation Stage and three pupils above compulsory school age. The intake of the school is multi-ethnic. A majority of the pupils are of West African heritage. One pupil has a statement of special educational needs and six others are identified as having some degree of learning difficulties. A relatively large proportion of the pupils are provided with focused support for learning in English as a second language. The school is regularly monitored by CEE. It was last inspected by Ofsted in May 2007.

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'*.

Evaluation of the school

King of Kings School is successful in meeting its aims. The quality of education is good in most respects and most pupils make good progress, although some weaker aspects of the provision in the Early Years Foundation Stage means its overall effectiveness is satisfactory. The quality of pupils' spiritual, moral, social and cultural development is outstanding in all respects and behaviour is exemplary. Pupils say they are happy to be at the school and appreciate the support provided by their teachers. The welfare provision for pupils is satisfactory and pupils are well cared for. The school has made some improvements since the last inspection and now meets most of the requirements for independent schools. Safeguarding procedures are

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

secure in most respects, but recent training for the person with overall responsibility for child protection has still to be completed.

Quality of education

The quality of education is good. The quality of the curriculum is good and provides a range of opportunities for pupils to learn and make progress. Pupils of all ages have access to a full range of learning experiences; although in the Early Years Foundation Stage children currently have limited access to organised outdoor learning activities. The school uses the Accelerated Christian Education (ACE) system to deliver the main body of the curriculum. This involves pupils working through tasks designed to match the ability of the individual and to be completed at a speed appropriate to their particular learning needs. This is supplemented by additional group work, specialist instruction, individual teaching and project work which take place mainly in the afternoon.

The core subjects of the curriculum throughout the school includes all the subjects of the National Curriculum, including art, design and technology and information and communication technology, with the addition of Word Building (Etymology) and Bible Studies. Further options include Latin, Greek, French and cookery. One or more languages are taken by pupils according to their ability and learning capacity. Older pupils take the International Certificate of Christian Education (ICCE) rather than the GCSE and A levels.

Pupils' broader education and development is supported by a programme of personal social and moral education, current affairs, a range of enrichment activities and visits, and careers education is appropriately integrated throughout the curriculum at appropriate stages. Although some links are established with the local Connexions service, these are not yet planned effectively into the careers programme. Most pupils will have an opportunity for work experience before leaving the school. For example, sixth formers all have a work experience relevant to their future higher education aspirations. Physical education and games are supported by use of local specialist sports facilities.

Provision is good for pupils with learning difficulties and they make good progress. Individual education plans for pupils with statements of special educational needs are well prepared and appropriately detailed. The content of individual education plans are completed in consultation with placing authorities. The school is aware of its duty to provide suitable support with respect to those pupils for whom English is an additional language and the provision is good. The development of literacy and numeracy as well as good language and communication skills is well embedded through the range of learning and opportunities provided. As a result, pupils are well prepared for the opportunities, responsibilities and experiences of adult life, including those initially identified as requiring support with respect to English as an additional language.

The quality of teaching and assessment is good. Teachers are appropriately experienced in the subjects that they teach. All pupils are well supported and receive positive encouragement. As a result, they make good progress. Children in the Early Years Foundation Stage work independently from an early age. Teachers are experienced and show good knowledge of the ACE system and the subjects taught. The positive relationships between teachers and their pupils are a feature of all lessons and support the generally positive learning environment seen throughout the school. From the youngest age, pupils quickly adopt positive attitudes to learning. Teachers in general have appropriately high expectations of what pupils can achieve. Pupils respond well to these high expectations. Their behaviour is invariably exemplary. As well as working well individually, they respond well when learning in groups. For example, in a science lesson, junior school pupils responded well to the teacher's challenging questions which encouraged them to think independently about the outcomes of an experiment using yeast. Classroom resources though limited are sufficient to support learning in most respects.

Procedures for assessment are good although less effective with respect to the youngest children in the Early Years Foundation Stage. Teachers' good knowledge of the abilities of their pupils' capabilities is supported by regular assessment. The established framework for assessment is integrated within the ACE programme for learning. Assessment records link pupils' progress to the school's own aims as well as to national norms. Because the school is small, informal discussions between teachers and pupils about their work are frequent, with more formal discussions taking place individually once a month. Good records are maintained of the progress made by junior and senior pupils. The information derived from assessment when pupils enter the school and regular testing is used effectively to inform planning to meet individual learning needs. As a result, assessment is used effectively to provide work for pupils according to their capacity to learn, including those identified as having specific learning needs. Parents are kept well informed of pupils' progress and receive three reports each academic year.

Spiritual, moral, social and cultural development of the pupils

Pupils' spiritual, moral, social and cultural development is outstanding in all respects and prepares them well for their future lives. It reflects the Christian environment and learning opportunities provided. The development of self-esteem and self-confidence is central to the aims of the school. Success in this respect is emphasised by the progress made by pupils that join the school having previously experienced difficulties with learning. The structure of learning and its review supports pupils developing self-knowledge as a means of enabling improvement. Pupils' spiritual development is very well supported through reflection on the needs of others and the Christian content of the curriculum such as Bible Studies. Pupils understanding of right and wrong is supported and encouraged from an early age. They are encouraged to consider the consequences of their actions. As a result of this approach their behaviour is exemplary and they develop good social skills. Good behaviour and consideration of others is encouraged through the example set by

staff. All pupils contribute to the maintenance of the school community from performing small cleaning tasks to the older pupils taking supervisory responsibility with respect to the day-to-day functioning of the school. All contribute to the wider community through such activities as collecting for charities and singing to elderly residents of local care homes at Christmas. Attendance is good.

Pupils develop knowledge of public institutions through the curriculum in personal, social and health education and current affairs. Their developing understanding in this respect is supported by visitors to the school by people such as police and fire officers. The multicultural nature of the school population ensures that pupils develop positive attitudes to cultural differences. The school successfully encourages pupils who represent a range of cultural heritages to work and play in harmony and to show tolerance to different views and traditions.

Welfare, health and safety of the pupils

The school makes satisfactory provision for the welfare, health and safety of all pupils including children in the Early Years Foundation Stage. The school encourages them to eat healthy food and to enjoy physical activities. Pupils say that they feel safe and well cared for. The school has made some progress in meeting the requirements highlighted as not met in the last report by Ofsted. All aspects of fire regulations are met and the school now fulfils its responsibility with regard to the Disability Discrimination Act. Regulations relating to safeguarding are met in most respects, but the appointed child protection officer has still not completed recent training for safeguarding as required. This matter has been outstanding since the last report. Similarly, the school has still to complete all necessary risk assessments for groups of pupils who leave the school on visits. The current toilet facilities are not appropriate in relation to the wide age range of pupils attending the school.

Effectiveness of the Early Years Foundation Stage

Children start school with skills that are broadly typical for their age, the weaker areas being in some aspects of language, communication and personal development. Relationships are good, children feel safe in the secure learning environment and most care and welfare arrangements meet current requirements. Children work and play well together, sharing resources and taking turns. Children quickly develop in confidence through a range of well planned tasks that effectively develop their mathematical and communication, language and literacy skills. These enable them to make good progress. However, teaching and progress are satisfactory overall because other activities are often too adult directed and children not always given sufficient opportunities to explore and make choices for themselves. This limits their progress in taking on responsibility for their own learning. Continuous provision is not yet in place because of the constraints of the building and there is no outdoor

learning space. The school has recognised that use of a large hall within the building would effectively compensate for this and extend the range of children's learning experiences. Leadership and management are satisfactory as are planning and assessment systems. Planning appropriately covers all areas of learning. The assessments of the children's language and mathematical skills are effective in ensuring that activities are matched to children's individual needs. However, assessments to cover other areas of learning are not sufficiently frequent and matched closely enough to measure the progress children make with sufficient accuracy. Links with parents are good. Overall, children are prepared satisfactorily for Year 1 work.

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:

- provide urgently for the designated person to receive refresher training with respect to their duties in safeguarding children (paragraph 3(2)(b))
- maintain appropriate risk assessments for all activities by pupils out of school (paragraph 3(2)(c)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- improve washroom and toilet facilities so that they are appropriate to the wide age range of pupils (paragraph 5(k)).

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:

- develop the role of the local Connexions service in pupils' careers provision
- provide a continuous provision for outdoor learning in the Early Years Foundation Stage.

Inspection judgement recording form

outstanding	good	satisfactory	inadequate
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The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of pupils		√		
How effective teaching and assessment are in meeting the full range of pupils' needs		√		
How well pupils make progress in their learning		√		

Pupils' spiritual, moral, social and cultural development

Quality of provision for pupils' spiritual, moral, social and cultural development	√			
The behaviour of pupils	√			

Welfare, health and safety of pupils

The overall welfare, health and safety of pupils			√	
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The quality of the Early Years Foundation Stage provision

How good are the outcomes for children in the EYFS?			√	
What is the quality of provision in the EYFS?			√	
How effectively is the EYFS led and managed?			√	
Overall effectiveness: how well does the school meet the needs of children in the EYFS?			√	

School details

Name of school	King of Kings School		
DCSF number	352/6037		
Unique reference number	105596		
Type of school	Christian School		
Status	Independent		
Date school opened	September 1986		
Age range of pupils	3-18		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 8	Girls: 20	Total: 28
Number of pupils aged 0-3 in registered childcare provision	Boys: 1	Girls: 2	Total: 3
Number of pupils with a statement of special educational need	Boys: 0	Girls: 1	Total: 1
Annual fees (day pupils)	£2,500		
Address of school	142 Dantzic Street Manchester Lancashire M4 4DN		
Telephone number	0161 834 4214		
Fax number	N/A		
Email address	kingofkingsschool@hotmail.co.uk		
Headteacher	Mrs B Lewis		
Proprietor	King of Kings School 518471		
Reporting inspector	Michael Thirkell		
Dates of inspection	19 January 2010		