

King of Kings School

142 Dantzic Street, Manchester M4 4DN

Inspection dates

29–31 January 2019

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

Summary of key findings for parents and pupils

This is a good school

- The proprietor, leaders and governors have ensured that all the independent school standards are met.
- The headteacher has high aspirations for pupils. She leads by example and her high expectations are shared by staff and governors.
- Middle leaders ensure that staff have the knowledge and skills they need to effectively support pupils' learning, particularly in the complementary curriculum.
- Pupils' spiritual, moral, social and cultural development is promoted well through the wide range of opportunities that leaders provide. Pupils are prepared well for life in modern Britain.
- Strong relationships are fostered by adults. This contributes to pupils' positive attitudes to learning and their enjoyment of school.
- Pupils are extremely polite, articulate and well mannered. They conduct themselves well around school and behaviour is good.
- Parents and carers have a positive view of the school and would recommend the school to others. They value the care and guidance their children receive from staff.
- The teaching of reading is effective. It enables pupils to achieve well in their accredited Christian education (ACE) curriculum, including pupils with special educational needs and/or disabilities (SEND).
- Teachers plan effectively using assessment information in the ACE curriculum. However, at times, they do not provide sufficient challenge to enable pupils, particularly the most able, to make the progress of which they are capable within the complementary curriculum.
- Teachers provide opportunities for older pupils to apply their written knowledge across a range of subjects. However, pupils in Year 6 have limited opportunities to practise their extended writing skills at a greater depth.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Further enhance teachers' use of assessment information to ensure that activities in the complimentary curriculum are consistently set at the right level to help pupils make their best possible progress, particularly the most able.
- Develop further opportunities for pupils in Year 6 to apply their writing skills at a greater depth, particularly in subjects within the complementary curriculum.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor, leaders and governors ensure that all the independent school standards are met. Policies and procedures are personalised to the work of the school and are effective in promoting the school's Christian ethos and aims.
- Under the guiding hand of the headteacher, leaders and staff have worked diligently to tackle the areas of improvement identified at the time of the last inspection. Consequently, all areas of the school's work are now good. Leaders' plans for the school's continued improvement accurately set out the further actions that need to be taken.
- Leaders prioritise the teaching of English, word building, literature, social studies, biblical studies and mathematics through an individualised Christian-based curriculum. Leaders use assessment information effectively to identify accurately the next steps in pupils' learning. However, opportunities for pupils in Year 6 to develop their writing skills in greater depth are limited.
- Leaders have designed an effective complementary curriculum which identifies the knowledge pupils need to acquire to succeed in other subjects, including science, humanities, languages and music. They have developed a systematic approach to assessing the progress pupils make in these subjects. However, leaders do not routinely ensure that this information is used effectively by teachers to provide appropriate levels of challenge, particularly for the most able.
- Leaders monitor the quality of teaching and learning. They identify where further development is required and ensure that teachers receive the help they need, particularly in the subjects taught within the complementary curriculum. Leaders place a high priority on continual professional development for staff. They have established links with other local schools to provide teachers with the opportunity to share ideas and expertise.
- Middle leaders ensure that staff have the qualifications, knowledge and understanding to teach effectively the subjects within the complementary curriculum. For example, staff complete their own research, receive training from other professionals and complete online nationally recognised qualifications.
- The coordinator for the provision for pupils with SEND works effectively with other agencies and professionals. Strong subject knowledge from the leader ensures that staff receive training to meet the social, emotional and academic needs of individual pupils effectively.
- Leaders ensure that activities to promote pupils' spiritual, moral, social and cultural development are effective. Staff enrich the provision pupils have through a range of visits, including to local art galleries and museums. Pupils recently presented musical performances for local ex-servicemen.
- Parents and carers who responded to the online Ofsted questionnaire, Parent View, appreciate the opportunities their children receive. They commented positively about the progress that their children make. A typical comment was, 'Children blossom and are encouraged to develop as confident individuals.'

Governance

- Governors have a good understanding of the strengths of the school and the areas for further improvement. They have high aspirations for pupils. Governors use their knowledge effectively to hold the headteacher to account and review the impact of actions taken by leaders. They check the information they receive from leaders by talking with staff and parents and by talking with pupils about their learning.
- Governors understand their statutory duties. They attend training, so they remain up to date with safeguarding issues. Governors fulfil their responsibilities relating to safeguarding effectively. Governors work with other governors from schools with a similar Christian ethos to their own, to share their expertise and ensure that they learn about new initiatives.

Safeguarding

- The arrangements for safeguarding are effective. Leaders ensure that the appropriate checks are in place which confirm that adults in the school are suitable to work with children, including volunteers who help in school regularly. Leaders work effectively with other agencies. Staff have regular meetings and training with the local authority's Safeguarding and Early Help cluster group.
- The safeguarding policy is available on the school website. It meets current requirements and is reviewed and updated regularly by governors. It sets out clear guidance for staff and is shared with parents. Records are detailed and securely maintained.
- Effective training for staff ensures that procedures in place for the protection of pupils are understood by all. Staff know how to identify any potential signs of abuse and neglect. Leaders provide regular updates to staff to ensure that they remain vigilant about any concerns. Leaders ensure that safeguarding pupils is everyone's priority.

Quality of teaching, learning and assessment

Good

- Teachers provide a calm and focused learning environment for pupils. Staff and pupils work collaboratively in a culture which effectively provides support and challenge through regular discussions. Respect for each other is modelled well by adults. The positive relationships fostered within the school contribute effectively to pupils' good attitudes to learning and the progress they make.
- Staff are deployed well by leaders to support pupils' individual needs, particularly in the ACE curriculum subjects. Staff provide appropriate individualised guidance and support to facilitate learning, particularly in mathematics and English. This contributes positively to the good progress pupils make from their starting points, including pupils with SEND.
- Teachers' good subject knowledge, particularly of the ACE curriculum, ensures that they use assessment information effectively to support the good progress pupils make in English and mathematics. Teachers' use of assessment to challenge pupils further in the complementary curriculum, particularly for the most able, is improving.
- Teachers use questions effectively in both the ACE and complementary curriculum, to encourage pupils to refine and articulate their ideas well. For example, older pupils researching newspaper articles about the impact of social media on society were

encouraged to reflect on the difference in style and content of each piece. After some discussion and time for reflection, pupils confidently explained their evaluations, preferring the more factual piece, because they felt it was more accurate and based on proven information.

- In science, teachers plan lessons which build well on pupils' prior knowledge. During the inspection, pupils used their knowledge and understanding to design and carry out a fair test of the insulating properties of a selection of materials. Teachers used questions well. As a result, pupils expanded and refined their ideas and explanations, made a hypothesis and drew conclusions.
- Teachers use a range of resources to enrich learning further. In history, Year 6 pupils' research on the Industrial Revolution was brought to life through visits to the local museum. Pupils talked knowledgeably about the development of the Bridgewater Canal and the important role canals had as a way of transporting coal and goods.
- In writing, older pupils develop and improve their writing in greater depth. Teachers do not ensure consistently that practise their writing skills in other subjects is variable.
- Teachers give older pupils tasks to research, prepare and present their findings on a wide variety of subjects. This is in preparation for future examinations. Topics include people in history who have made a difference to the lives of others, for example, Rosa Park and Nelson Mandela. Pupils learn about society through studying the rise of the Roman Empire and its impact on today's style of democracy. Teachers evaluate the quality and content of pupils' presentations, and pupils use the feedback they receive effectively to improve the quality of their work.
- Leaders ensure that they give the teaching of phonics and reading high priority. This enables younger pupils to access the ACE curriculum effectively by Year 2. Teachers foster a love of reading and pupils read widely and often, including during their recreation time. Pupils who spoke with the inspector explained which authors they enjoy and why, explaining, 'The use of vocabulary is very imaginative and draws you into the story.' Pupils who struggle with reading, including pupils with SEND, are given individual support to catch up quickly. This helps them become confident readers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Staff show a genuine care for pupils and high levels of respect are fostered well. Pupils feel safe and cared for well. They are confident that their views are listened to and there is always someone to talk with if they have any concerns.
- Older pupils take their responsibilities very seriously as members of committees and as role models for younger pupils. They provide encouragement and advice to persevere. During a time of reflection, pupils shared their thoughts about not giving up. Their views were typified by the comment, 'When you feel something is really difficult you mustn't give up but have faith and keep trying and you will be able to achieve your goal.'
- Pupils appreciate the opportunities that leaders provide to enrich their breadth of experiences through their attendance at a residential visit to a national conference. They

enjoy the element of competition in art, sports and music. Pupils are proud of their achievements, their personal successes and the successes of others. They particularly enjoy the chance to perform short plays and take part in debates. Parents comment positively that these build their child's confidence and resilience.

- Pupils understand their place in the wider community and take their responsibility seriously, for example, through projects to improve the environment for others. Pupils pick up litter and plant bulbs in the local park, which has enhanced the space for all to appreciate. Pupils are prepared well for life in modern Britain.
- Pupils understand the different forms bullying can take. They say confidently that it does not happen in school and that if it did, it would be dealt with appropriately. Pupils speak eloquently about the need to respect the beliefs and culture of others, particularly when they may be different to their own.
- Pupils have high aspirations for their future. They aim to be university graduates, in order to be design engineers, doctors, missionaries or members of the armed forces.

Behaviour

- The behaviour of pupils is good. Their focused and calm attitude to learning contributes well to the good progress they make. Pupils are articulate, confident and well mannered. Their ability to reflect and discuss issues, and their consideration for others, is preparing them well for the future as caring and considerate citizens.
- Pupils work and socialise well together. They show high levels of respect and understand how their actions can have an impact on the feelings of others. Incidents of inappropriate behaviour are rare.
- Pupils' attendance is high, pupils are rarely absent from school. Leaders know pupils and their families very well. They set out their expectations of attendance and punctuality with parents when pupils start school. Any concerns are quickly identified, and leaders offer any help that may be needed. Consequently, the punctuality of a small proportion of pupils who have habitually arrived late is improving.

Outcomes for pupils

Good

- When pupils enter the school, leaders use information from a range of diagnostic assessments to identify pupils' initial starting points within the ACE curriculum. Each pupil follows the programme of study at their own pace in English, word building, literature, social studies, biblical studies and mathematics.
- During the morning, pupils' study of the ACE curriculum is to prepare for the International Christian Certificate in Education (ICCE). The curriculum builds effectively on pupils' prior knowledge and teachers assess pupils' understanding at the end of each programme of study. Assessment information is used effectively by teachers to identify the next steps in pupils' learning. The school's assessment information identifies that pupils are making expected or better progress from their individual starting points, including those pupils with SEND and the most able.
- Pupils' progression through the ACE curriculum relies on their ability to read confidently and accurately. Phonics is taught systematically, which supports the good progress pupils

make in key stage 1. Pupils receive individual help with their reading. Consequently, pupils learn to read well, including pupils with SEND. Pupils use effectively their knowledge of comprehension, inference and vocabulary. This is reflected in the good progress they make in the ACE curriculum.

- Leaders set out their aims for the complementary curriculum, building on pupils' prior knowledge, skills and understanding. Teachers assess pupils' knowledge at the end of each unit of study within this curriculum. Discussions with pupils and scrutiny of pupils' work show that pupils are making expected and better progress from their individual starting points. However, teachers' use of the assessment information to challenge pupils further is variable, particularly the most able.
- Pupils' work in the complementary subjects shows that older pupils apply their writing skills with maturity, imagination and accuracy, particularly in spelling, grammar and punctuation, exemplifying the good progress they make over time.
- Opportunities vary for pupils in key stage 2 to write in greater depth. For example, in history, pupils make detailed notes from their own research, including prominent facts and important dates. Their work is well written and neatly presented. During discussion with the inspector pupils articulated what they had learned extremely well, demonstrating the good progress they made. However, they do not routinely collate their findings into a written format in any depth.
- Pupils who leave the school at the end of key stage 2 successfully pass entrance exams to secondary schools within the Greater Manchester area.
- Pupils achieve the ICCE within an appropriate timescale and at an appropriate level to their individual starting points, including pupils with SEND. Older pupils receive appropriate independent careers advice and guidance. Pupils typically go on to further education, college and university.

School details

Unique reference number	105596
DfE registration number	352/6037
Inspection number	10086143

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	Other independent school
School category	Independent school
Age range of pupils	3 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	13
Number of part-time pupils	none
Proprietor	King of Kings School
Chair	Dr Philip Lewis
Headteacher	Mrs Brenda Lewis
Annual fees (day pupils)	£3,750
Telephone number	0161 834 4214
Website	www.kingofkingsschool.org.uk
Email address	kingofkingsschool@hotmail.co.uk
Date of previous inspection	16–18 January 2018

Information about this school

- King of Kings School is an independent Christian faith school which is located in the centre of Manchester. It was established in 1986 and has been on its present site since 1991.
- 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 on roll at the school. There were no children in the early years and two pupils in the sixth form.
- Pupils are from a diverse range of ethnic backgrounds and currently there are five pupils with SEND.

- The school makes use of the public park opposite the school to provide outdoor recreational space for pupils.
- The school does not use alternative provision.
- The aim of the school is to 'provide a caring and stable environment in which students can reach high standards of academic, social, moral, spiritual and emotional development through a Christian curriculum which ensures that the school day itself has Christ at the centre'.

Information about this inspection

- This inspection was conducted with one day's notice to the school.
- The inspector made a through tour of the school and checked the school's compliance with the independent school standards.
- The inspector scrutinised a range of school documentation, including safeguarding, curriculum policies and planning. The inspector looked at documentation relating to training and information about the progress, behaviour and attendance of pupils in the school. The inspector also reviewed the school's single central record and ensured that any risk assessments were appropriate.
- The inspector observed pupils' learning and behaviour and spoke with pupils during lessons and at playtimes. The inspector met formally with groups of pupils and discussed their learning.
- Meetings were held with the headteacher, middle leaders and members of staff. The inspector also met with the chair of the governing board and two other governors.
- The inspector took account of the 10 responses to Parent View, including three free-text comments. Inspectors also considered the five responses from staff questionnaires and six responses to pupils' questionnaires.

Inspection team

Amanda Stringer, lead inspector

Her Majesty's Inspector

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