

The King's House School, Windsor

77a Frances Road, Windsor, Berkshire SL4 3AQ

Inspection dates

8 June 2017

Overall outcome

The school meets all of the independent school standards that were checked during this inspection

Main inspection findings

Part 1. Quality of education provided

Paragraph 2(1), 2(1)(a), 2(1)(b), 2(1)(b)(i), 2(1)(b)(ii), 2(2), 2(2)(b), 2(2)(d), 2(2)(f), 2(2)(g), 2(2)(h) and 2(2)(i)

- During the last full inspection, a number of shortcomings were identified in the quality of the education provided at the school. Teachers did not cater sufficiently well for pupils' differing needs, especially pupils who have special educational needs and/or disabilities. Poor progress in the early years meant that pupils entered Year 1 with reading and writing skills below those typical for their age. It was also found that the curriculum was too narrow and that the science curriculum in particular presented pupils with restricted viewpoints.
- Since the last inspection, leaders and those in positions of governance have acted to address the identified weaknesses. Teachers and support staff have been provided with a broad range of training to enhance their skills and knowledge. This includes external training to enhance knowledge of the teaching of phonics.
- Leaders have ensured that there is much more focus on teaching children to read and write in the early years. This includes the introduction of phonics teaching to pre-school and Reception children. The local authority has also provided useful training for early years staff, including the use of resources to maximise learning. As a result, outcomes for children in the early years are improving. A recent external moderation confirmed the school's view that all children in this year's small Reception cohort are likely to achieve a good level of development before moving up into Year 1.
- The provision for pupils who have special educational needs and/or disabilities has been reviewed and a range of actions taken to address shortfalls. Individual education plans have been updated, both in format and content, enabling staff to deliver a more focused and informed approach to providing for individual pupils' needs. Staff are receiving ongoing training to enhance their awareness of special educational needs. A new system to assess pupils' progress is also helping leaders and staff to identify pupils who are falling behind. The acting headteacher has introduced a schedule of formal classroom observations which identify strengths and weaknesses in teaching and learning. The governing board now has a special educational needs sub-committee, chaired by a newly

appointed governor who has appropriate experience. As a result of these changes, provision for pupils who have special educational needs and/or disabilities is improving.

- Leaders have reviewed the school's curriculum policy, paying particular attention to the content of the science scheme of work. This ensures that pupils are now taught about a range of views relating to how the earth and universe were formed, including Charles Darwin's concept of evolution. Aspects of the religious education and citizenship schemes have also been enhanced to ensure that pupils receive a much broader range of experiences, especially when learning about the faiths and beliefs of others. A recent visit to a local Sikh gurdwara, and visiting speakers to talk about Buddhism and Islam, are examples of how leaders have strengthened this aspect of the curriculum.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

Paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(f), 3(g), 3(h), 3(i) and 3(j)

- The acting headteacher has wasted no time in acting to improve the quality of teaching, learning and assessment since the last inspection. A refined system to assess pupil progress has been introduced. This allows leaders and governors to monitor the progress of pupils against age-related expectations. Although new, it is clear to see that this system is already helping teachers and support staff to monitor pupils' progress and intervene when required.
- Pupil progress meetings are more rigorous and allow leaders to discuss the progress of vulnerable groups and individual pupils with teaching staff. Formal observations and informal classroom visits are also helping leaders to understand the strengths and weaknesses in the quality of teaching and learning. As a result, leaders are better able to offer guidance to staff on how to improve their practice and also facilitate further training where required.
- Leaders now ensure that pupils are given more opportunities to improve their reading and writing skills as part of their topic-based learning. Pupils are expected to write at length in a wider range of genres, often linked to their topic work. Daily reading periods have also been introduced, as well as age-appropriate reading lists and incentives to encourage reading for pleasure. Pupils told the inspector that they enjoy using the library and were quite happy to talk about the books they were reading.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

Part 2. Spiritual, moral, social and cultural development of pupils

Paragraph 5, 5(a), 5(b), 5(b)(i), 5(b)(iii), 5(b)(v) and 5(b)(vi)

- At the last full inspection, weaknesses were identified in the school's provision to promote tolerance and respect of different cultures. Inconsistent approaches in ensuring pupils' good behaviour were also identified.
- As part of the curriculum review, leaders and governors have made sure that pupils are given the opportunity to explore the concept of fundamental British values. Pupils learn about democracy and the rule of law, as well learning about other faiths and religions, as part of their topic-based learning. Older pupils are given the opportunity to discuss equalities and differences in lifestyles, paying particular regard to disability, race and

gender. This includes discussion sessions where pupils might consider how different family groups are composed for instance. As a consequence, pupils leaving the school at the end of Year 6 will be better prepared for life in modern Britain.

- During this inspection, pupils conducted themselves appropriately in classrooms and in the playground. Expectations of pupils' behaviour are higher than before. Staff are more consistent in their approach to dealing with behaviour which disrupts learning. Leaders and governors are now proactive in addressing concerning behaviour and parents are more involved from an early stage where this is the case. Simple changes to the routines at the start of the school day and after break, for instance, have also helped to reduce instances of poor behaviour.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b), 9 and 9(b)

- At the last full inspection, weaknesses were identified in the school's arrangements for safeguarding. In particular, not all checks on adults' suitability to work with children were being conducted as a matter of course. Weaknesses were also identified in the ability of staff to manage the behaviour of pupils, and some pupils did not attend school as often as they should.
- Arrangements to safeguard and promote the welfare of pupils have been reviewed and improved. A wide range of policies and procedures have been updated by school leaders and those responsible for the governance of the school. This includes the safeguarding policy, which complies with current guidance and is published on the school's website in compliance with paragraph 32(1)(c) of the independent school standards. All parents who completed the online parent questionnaire, Parent View, feel that their children are safe in school. Pupils told the inspector that they feel safe and happy at school because staff are kind and care for them.
- All staff checks are now carried out as a matter of routine, and leaders and governors have undertaken safer recruitment training. As a consequence of the last inspection, all staff and governors have also attended further safeguarding training appropriate to their levels of responsibility. This has been the case even if their safeguarding training was in date. As a consequence, the safeguarding of pupils is now given a much higher priority.
- As recorded earlier in this report, the behaviour of pupils has improved. Staff have received training to help them take a more consistent approach to dealing with poor behaviour when it occurs. The school's behaviour policy, including the use of sanctions and rewards, is now implemented appropriately.
- Attendance has improved since the last inspection, but is still not as good as leaders aspire for. Governors now monitor absence closely as part of their monitoring schedule. A number of initiatives aimed at pupils and parents alike have been introduced and are beginning to have an impact on improving attendance. Leaders are working with parents to reduce long-term absence caused by parents taking pupils abroad as part of their work on behalf of the church.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

Part 4. Suitability of staff, supply staff, and proprietors

Paragraph 18(2), 18(2)(b), 21(1), 21(3), 21(3)(a) and 21(3)(a)(iii)

- At the last full inspection, shortcomings were identified in the way checks were carried out on staff prior to them being employed at the school.
- Leaders and governors have reviewed procedures for pre-employment checks on staff prior to their appointment at the school. Checks on the suitability of staff are now carried out diligently and in accordance with current guidelines, including for those regarding disqualification by association.
- Because school leaders have addressed the shortcomings found in this paragraph, this standard is now met.

Part 8. Quality of leadership in and management of schools

Paragraph 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)

- At the last inspection, a number of independent school standards were not met. Consequently, an action plan was drawn up by leaders and governors to address the unmet standards. This action plan was judged to be acceptable when it was evaluated in March 2017.
- Despite the disappointment at the outcome of the last full inspection, leaders and governors have worked hard to address the issues raised. The chair of the governing board's comment to the inspector during this monitoring inspection, 'never waste a crisis', sums up the attitude of leaders in addressing the shortcomings identified at the end of 2016. As a consequence, it is clear to see that good progress is being made. Capacity for further improvement is also evident.
- The governing board has restructured the way it operates, including introducing a committee system to cover key aspects of the school's provision. New members with appropriate experience and skill sets have been recruited. Governors' training has been given a high priority. As a consequence, members of the governing board are better placed to challenge leaders to improve the school and are more aware of their statutory duties as governors.
- The acting headteacher meets with governors regularly. She works closely with a small group of governors, including the chair of governors, to monitor progress against the action plan to improve the school. Fundamental changes in the way the quality of teaching, learning and assessment is monitored are helping to improve outcomes for pupils. Staff are more aware of their strengths and weaknesses and are receiving appropriate training and support where needed. The curriculum has been reviewed and refined. Leaders and governors are actively considering further fundamental changes to the school's curriculum in order to provide the best possible outcomes for pupils.
- Because all standards previously identified as being unmet are now met, this standard is also now met.

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 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 now meets the following independent school standards

- The proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, is drawn up and implemented effectively (paragraph 2(1), 2(1)(a)).
- The proprietor ensures that the curriculum policy and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care plan (paragraph 2(1), 2(1)(b), 2(1)(b)(i)).
- The proprietor ensures that the curriculum policy and schemes of work do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 2(1), 2(1)(b)(ii)).
- The proprietor ensures that pupils acquire speaking, listening, literacy and numeracy skills (paragraph 2(1), 2(2), 2(2)(b)).
- The proprietor provides personal, social, health and economic education which encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 2(1), 2(2), 2(2)(d), 2(2)(d)(ii)).
- Where the school has pupils below compulsory school age, the proprietor provides a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and physical development and communication and language skills (paragraph 2(1), 2(2), 2(2)(b), 2(2)(f), 2(2)(g)).
- The proprietor ensures that all pupils have the opportunity to learn and make progress (paragraph 2(1), 2(2), 2(2)(h)).
- The proprietor ensures effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society (paragraph 2(1), 2(2), 2(2)(i)).
- The proprietor ensures that the teaching at the school:
 - 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
 - fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves
 - 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

- demonstrates good knowledge and understanding of the subject matter being taught
- demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and uses information from that assessment to plan teaching so that pupils can progress
- utilises effective strategies for managing behaviour and encouraging pupils to act responsibly (paragraph 3, 3(a), 3(b), 3(c), 3(d), 3(e), 3(g), 3(h)).
- The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs (paragraph 5, 5(a)).
- The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor:
 - encourages pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely
 - promotes further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures
 - encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph 5, 5(b), 5(b)(iii), 5(b)(v), 5(b)(vi)).
- The proprietor ensures 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 (paragraph 7, 7(a), 7(b)).
- The proprietor promotes good behaviour among pupils by ensuring that a written behaviour policy is implemented effectively (paragraph 9, 9(b)).
- The following checks are made on the suitability of persons appointed as members of staff at the school, other than the proprietor and supply staff:
 - that no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, an interim prohibition order, or any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 18(2), 18(2)(b)).
- The proprietor keeps a register which shows that a check was made to establish whether staff are subject to any direction made under section 128 of the 2008 Act or section 142 of the 2002 Act or any disqualification, prohibition or restriction which takes effect as if contained in either such direction (paragraph 21(1), 21(3), 21(3)(a), 21(3)(a)(iii)).
- 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
 - fulfil their responsibilities effectively so that the independent school standards are met consistently; and

- actively promote the well-being of pupils (paragraph 34(1), 34(1)(a), 34(1)(b), 34(1)(c)).

School details

Unique reference number	138768
DfE registration number	868/6019
Inspection number	10035503

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 status	Independent school
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Number of part-time pupils	10
Proprietor	King's Church International
Chair	Wesley Richards
Headteacher	Joanne Pallot (Acting Headteacher)
Annual fees (day pupils)	£4,200
Telephone number	01753 834850
Website	www.kingshouseschool.org.uk
Email address	school@kcionline.org
Date of previous standard inspection	18–20 October 2016

Information about this school

- The King's House School was founded in 2012 by King's Church International (KCI), a non-denominational church founded in 1943. The school opened in September 2012. It is a small co-educational, independent Christian school located in a large converted residential property in the town of Windsor.
- The school is currently led by an acting headteacher. The governing board plans to appoint a substantive headteacher in the near future.
- The school is registered to take 75 boys and girls from the age of three to 11 years. At present, there are 49 pupils on roll.

- The school's core curriculum follows the Accelerated Christian Education (ACE) curriculum produced by Christian Education Europe. Since the last inspection, leaders have made substantial refinements to the wider curriculum. As a result of this, a further review of the school's curriculum is now under way.
- There are no pupils with a statement of special educational needs or an education, health and care plan.
- No alternative provision is used.
- The school was previously inspected by Ofsted in October 2016, when unmet independent school standards were identified.
- The school's vision is to provide 'a quality and inspirational Christian education' as well as an 'all round education which combines the personal, relational, spiritual, moral, emotional, physical and intellectual development of each individual child'.

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 the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- This was the first progress monitoring inspection since the previous inspection. As a monitoring inspection, this inspection was carried out without notice.
- The school's action plan to address the unmet independent school standards identified at the last inspection was accepted by the Department for Education in April 2017.
- During this inspection, the inspector carried out a range of activities within the school. This included classroom visits to observe teaching and learning, talking to pupils and staff, and assessing the quality of pupils' work. Pupils' behaviour in classrooms, on the playground, and as they moved around the school was also observed. The inspector also carried out a separate scrutiny of pupils' topic books.
- Meetings were held with the acting headteacher and the chair of the governing board, acting as a representative of the proprietor.
- The inspector met with a representative group of pupils to talk to them about their views of the school. The views of parents were taken into account through their 40 responses to Ofsted's online parent questionnaire, Parent View.
- A wide range of documentation was scrutinised, including the school's safeguarding, behaviour, curriculum and other associated policies. Records of governors' meetings, notes of visit by the local authority's early years advisor, the school's improvement plan, pupils' progress information, attendance information, records of staff training and the single central record of staff checks were also scrutinised.

Inspection team

Clive Close, lead inspector

Her Majesty's Inspector

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