



ISI Independent
Schools
Inspectorate

Report for a Progress Monitoring Visit

The King's House School

November 2020



School's details

School College	The King's House School, Windsor			
DfE number	868/6019			
Registered charity number	1039958			
Address	The King's House School, Windsor King's House 77A Frances Road Windsor SL4 3AQ			
Telephone number	01753 834850			
Email address	school@kcionline.org			
Headteacher	Mrs Lyndsey Harding			
Chair of governors	Mrs Melody Erasmus			
Age range	3 to 11			
Number of pupils on roll	33			
	EYFS	9	Juniors	24
Date of visit	16 November 2020			

1. Introduction

Characteristics of the school

- 1.1 The King's House School, Windsor is an independent co-educational day school for pupils aged 3 to 11. It is a Christian school, open to pupils of all faiths or none. The school forms part of King's Church International charitable trust and is overseen by a board of trustees and a school management board. The school opened at its current location in Windsor in 2012. The Early Years Foundation Stage (EYFS) setting is part of the main school building.
- 1.2 The school has identified four pupils as having special educational needs and/or disabilities (SEND). No pupil in the school has an education, health and care (EHC) plan. Two pupils have English as an additional language (EAL). The school's previous inspection was a regulatory compliance inspection in 2019.

Purpose of the visit

- 1.3 This was an unannounced progress monitoring visit at the request of the Department for Education (DfE) to check that the school has implemented fully the action plan submitted following the regulatory compliance inspection in 2019. In addition, the visit was requested to review other aspects of the school's curriculum provision, teaching, and the provision for pupils' spiritual, moral, social and cultural development.

Regulations which were the focus of the visit	Team judgements
ISSR Part 1, paragraph 2 (curriculum)	Met
ISSR Part 1, paragraph 2A (relationships and sex education)	Met
ISSR Part 1, paragraph 3 (teaching)	Met
ISSR Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
ISSR Part 3, paragraph 7 (safeguarding)	Met
ISSR Part 5, paragraph 28 (water supply)	Met
ISSR Part 6, paragraph 32 (1) (c) (provision of information)	Met
ISSR Part 8, paragraph 34 (leadership and management)	Met

2. Inspection findings

Quality of education provided – curriculum; relationships and sex education [ISSR Part 1, paragraphs 2 and 2A]

- 2.1 The school meets the standards.
- 2.2 The curriculum provides pupils with appropriate experience in linguistic, mathematical, scientific, technological, human and social, physical, aesthetic and creative education which takes into account the ages, aptitudes and needs of all pupils. It enables them to acquire speaking, listening, literacy and numeracy skills, as evidenced in scrutiny of lesson planning and pupils' work and during discussions with pupils and staff. The curriculum also provides appropriate personal, social, health and economic education (PSHEE) which includes fundamental British values and relationships and sex education in line with requirements for primary-age pupils. The school uses its own framework to determine attainment, instead of the national framework. Scrutiny of the pupils' work showed regular self-assessments and effective teacher feedback across all subjects.
- 2.3 Since the previous inspection, the curriculum has been mapped against the National Curriculum (NC) and schemes of work and lesson plans put in place that cover the required areas. Additional resources have been purchased including science workbooks that provide an appropriate range of scientific theories to balance a creationist viewpoint. Evidence from the school's curriculum statement and discussions with pupils highlight that pupils are encouraged to think for themselves about such topics. There is evidence in pupil workbooks that teachers speak with pupils about the content of published texts in order to provide a balanced view. For example, teachers discussed the meaning of equality and how illustrations in a workbook may not always reflect current society. The school, with the support of governors, is in the process of reviewing the content of commercially produced workbooks that are completed individually by pupils, in order to ensure that they represent fully the school's stated ethos, values and curriculum while representing a balance of views. During discussions, the pupils stated how much they enjoyed the individual workbooks and that they had been able to use them successfully during the lockdown period instigated in response to COVID-19.

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.4 The school meets the standard.
- 2.5 Teaching enables pupils to acquire new knowledge and make good progress according to their ability. In particular, lessons which take place during the afternoon enable all pupils to increase their understanding and develop their skills across a suitable range of subjects, including in the EYFS. Lessons in PSHEE are carefully planned to incorporate fundamental British values. Teaching encourages pupils to be self-motivated. During discussions pupils' spoke with enthusiasm about their learning. They stated that they like their afternoon lessons which include practical tasks such as scientific experiments. Teachers know the pupils well. They use standardised tests and on-going qualitative assessments to evaluate pupils' aptitudes, prior attainment and progress. Teaching demonstrates good understanding of the subject-matter being taught. The classrooms are currently organised to enable pupils to work in 'bubbles' to address COVID-19 requirements. Resources are of good quality, are well-organised and pupils can access them independently.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.6 The school meets the standard.
- 2.7 Principles and values are actively promoted which enable the pupils to develop their self-knowledge, self-esteem and self-confidence. During discussions, pupils stated the importance of being kind to one another and accepting responsibility for their behaviour and learning. Through the school's PSHEE programme, assemblies and tutor time, pupils develop an appreciation of and respect for their own and other cultures and all the protected characteristics. They speak confidently about other religions and beliefs and the importance of respecting these. Through school council elections and discussing the wider world in PSHEE, geography and history, pupils develop an understanding of the democratic process and the importance of a balanced view. Pupils play confidently and socially. They listen respectfully, are polite and spoke assuredly about how they are developing the knowledge and skills required for the next stage in their education and for life in society.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraph 7]**Safeguarding policy**

- 2.8 The school meets the requirements.
- 2.9 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.10 The school meets the standard.
- 2.11 Suitable structures ensure effective implementation of the school's safeguarding policy, including in the EYFS. Records of child protection matters are kept systematically and stored securely. They include identification of pupils' specific needs or risks they face, actions taken internally and advice from external agencies. Advice is sought appropriately from the local authority and any referrals made without delay.
- 2.12 The designated safeguarding lead (DSL), who is also the head, and deputy safeguarding lead (DDSL) are suitably knowledgeable and appropriately trained, including for multi-agency working. Staff training is conducted regularly and includes informal updates. Additional training is provided for anyone who was absent. Staff spoke confidently about the latest changes to government guidance including the importance of mental well-being and understand guidance on peer-on-peer abuse. They are aware of the requirements of the staff code of conduct and whistleblowing procedures. They described how apparently low-level incidents must also be reported to the DSL. Staff stated confidently the actions required if they receive a disclosure or if they have concerns.
- 2.13 Staff and governors responsible for recruitment are aware of safer recruitment procedures, understand what is regulated activity and the required checks related to it. Barred list checks are now in place and have been recorded appropriately on the single central register. Pupils state strongly that they feel safe at school and are confident that they have members of staff to whom they can turn if they are worried or concerned, that they will be listened to and action taken. Those responsible for governance and leadership fulfil their responsibilities for safeguarding effectively, including in providing additional measures during the period of lockdown due to COVID-19. There is a trained safeguarding governor who works closely with the DSL. In addition to continuous monitoring, an annual review of safeguarding is undertaken in line with guidance from the local authority (LA).

Premises and accommodation – water supply [ISSR Part 5, paragraph 28]

- 2.14 The school meets the standard.
- 2.15 The school has installed a drinking fountain that is separate from the toilets. Suitable drinking water is accessible at all times to pupils and is appropriately labelled.

Provision of information [ISSR Part 6, paragraph 32]

- 2.16 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Leadership and management [ISSR Part 8, paragraph 34]

- 2.17 The school meets the standard.
- 2.18 There is regular liaison between the chair of governors and the head. They have implemented the school's action plan effectively following the shortcomings identified in the previous inspection. Governors respond appropriately to any parental concerns regarding curriculum resources.
- 2.19 Suitable training, effective meetings and sharing of information underpin the development of the skills and knowledge appropriate to governance, leadership and management roles so that the independent school standards are met consistently and that they actively promote the well-being of pupils.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this visit, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and requirements of the Early Years Statutory Framework, and no further action is required as a result of this visit.

4. Summary of evidence

- 4.1 The inspectors held discussions with the head and other members of staff and met with the chair of governors. They visited different areas of the school and talked with groups of pupils. They scrutinised a range of documentation, records and policies.