



**ISI** Independent  
Schools  
Inspectorate

**Report for a Material Change Visit**

**King's House School**

**July 2022**

## School's details

<b>School</b>	The King's House School, Windsor			
<b>DfE number</b>	868/6019			
<b>Registered charity number</b>	1039958			
<b>Address</b>	The King's House School, Windsor King's House 77A Frances Road Windsor SL4 3AQ			
<b>Telephone number</b>	01753 834850			
<b>Email address</b>	school@kcionline.org			
<b>Headteacher</b>	Mrs Lyndsey Harding			
<b>Chair of governors</b>	Mrs Melody Erasmus			
<b>Age range</b>	3 to 11			
<b>Number of pupils on roll</b>	39			
	<b>EYFS</b>	14	<b>Juniors</b>	25
<b>Date of visit</b>	6 July 2022			

## 1. Introduction

### Characteristics of the school

- 1.1 The King's House School, Windsor is an independent co-educational day school. 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 and includes an Early Years Foundation Stage (EYFS) setting.
- 1.2 The school has identified 10 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 progress monitoring visit in November 2020.

### Purpose of the visit

- 1.3 This was an announced material change visit at the request of the Department for Education (DfE) to assess the school's proposal to increase the upper age range from 11 to 13 years. The visit focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the requirements of the Early Years Statutory Framework.

Regulations which were the focus of the visit	Team judgements
Part 1, paragraph 2 (curriculum)	<b>Met</b>
Part 1, paragraph 3 (teaching)	<b>Met</b>
Part 1, paragraph 4 (framework for pupil performance)	<b>Met</b>
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	<b>Met</b>
Part 3, paragraph 7 (safeguarding)	<b>Met</b>
Part 6, paragraph 32(1)(c) (provision of information)	<b>Met</b>
Part 8, paragraph 34 (leadership and management)	<b>Met</b>

## 2. Inspection findings

### Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The school has a suitable curriculum policy which is implemented effectively. This policy has been adapted effectively to provide for an extended upper age range to 13 years of age. The school has suitable schemes of work and new schemes have been prepared for extending teaching into Years 7 and 8. The school timetable is planned satisfactorily to give pupils sufficient experience in a wide range of subjects including mathematics; literature and linguistics; science; and human, social, creative and physical education. A programme to extend careers education is being prepared. Pupils currently receive relationships education in the junior school and a relationships and sex education programme has been prepared for pupils entering Years 7 and 8. The school has consulted parents and published a written statement of its policy on the school website.
- 2.3 The school uses a Christian education programme with associated workbooks and, in order to provide additional learning material in subjects including personal, social and health education (PSHE), the school also uses a variety of other suitable curriculums and resources. Evidence shows that the curriculum does not undermine British values and that the school ensures that the material is taught in a balanced and unbiased way with Christian values at its heart. The curriculum is designed to ensure all pupils have the opportunity to make good progress. It takes into account the ages, aptitudes and needs of all pupils including those with SEND.

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

- 2.4 The school meets the standard.
- 2.5 Teaching enables pupils to make good progress according to their ability. Staff are suitably qualified and experienced and have good subject knowledge and understanding of the work being taught. Lessons are well planned, and pupils were observed to be highly motivated and industrious in their attitude to work. Teaching methods include effective behaviour management and encourage independent learning. This allows pupils to progress at their own pace and level of ability. The teacher and classroom assistants act as facilitators in many of the lessons, ensuring that pupils of all abilities understand and can apply the knowledge they have gained. Sufficient well-qualified teachers are to be employed to teach in Years 7 and 8. The year groups are small, and some mixed age teaching takes place, but this does not prohibit progress.
- 2.6 Resources are sufficient and many workbooks promote independent learning. Opportunities are provided to extend pupils' information technology skills through independent research. Paired and group work is also encouraged. The school has a satisfactory framework to assess and record pupils' work and the data collected ensure that the learning experience for each individual pupil is well planned and monitored. Pupils reported that they enjoy the style of teaching employed and feel motivated to succeed. They spoke with enthusiasm about their teachers.

### Quality of education provided – framework for pupils' performance [ISSR Part 1, paragraph 4]

- 2.7 The school meets the standard.
- 2.8 A suitable framework for the assessment of pupils' performance is in place. The school uses its own framework to determine attainment, instead of the national framework. Assessment includes the use of standardised tests and ongoing qualitative assessments to evaluate pupils' progress. These will be suitable for assessment of pupil progress in Years 7 and 8. Scrutiny of the pupils' work showed regular

self-assessments and effective teacher feedback across all subjects. Attainment is recorded, which allows leadership and management to effectively track pupil progress.

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

2.9 The school meets the standard.

2.10 The school offers an education that has the personal development of the pupils as a major aim. Through a Christian education it promotes principles and values in everyday lessons and activities that reflects and embeds a community ethos. The PSHE curriculum, bible studies and an assembly programme provide suitable opportunities for pupils to explore the wider world, including respect for other faiths and those with protected characteristics, and to develop their own self-knowledge. During discussions pupils expressed their understanding of the importance of kindness, helping others and being respectful of rules and laws. In an assembly they were encouraged to be 'the best they can' and to have confidence in who they are. Pupils were observed to be responsible and socially integrated across all ages, playing well together and helping each other learn. They show an understanding for those who find it hard to learn, accepting that they each have strengths and weaknesses. It is likely that these arrangements will continue to meet the requirements with the increase in pupil numbers and in the upper age limit for pupils.

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

#### **Safeguarding policy**

2.11 The school meets the requirements.

2.12 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**

2.13 The school meets the standard.

2.14 The school implements its safeguarding arrangements effectively to safeguard and promote the welfare of pupils at the school. The safeguarding policy and procedures are based on the most up-to-date statutory guidance: *Keeping Children Safe in Education 2021 (KCSIE)* and *Working Together to Safeguard Children (2018)*. The policy is further supported by appropriate guidance including for whistleblowing, e-safety and preventing extremism and radicalisation, together with a staff code of conduct. These documents are understood by staff, who are confident to use them as required. Means of listening to children are suitable in this small school where all staff know the children well. Pupils confirm that they are taught how to stay safe on-line and that they can take any concerns to their teachers. If they share their concerns they receive a response and suitable action is taken when necessary. In discussion, pupils reported feeling safe in school.

2.15 The safeguarding team includes a designated safeguarding lead (DSL) and a deputy. Both have appropriate levels of safeguarding training, including with the local safeguarding partnership. Further courses have been taken in managing sexualised behaviour, low-level concerns, mental health and safe recruitment. The recruitment procedures in the school are secure, with all required checks in place before staff are allowed to start work. Teaching and support staff are trained annually, including in KCSIE Annexes A and B and context-specific training involving different case studies. They are encouraged to think: 'it could happen here'. Additional updates are provided throughout each term. New staff undergo suitable face to face induction training. The school has a lead governor for safeguarding and suitable arrangements are made for governors to conduct a thorough annual review

of the school's policy. The safeguarding governor maintains close contact with the DSL and offers appropriate support.

- 2.16 There is prompt and effective liaison between the DSL and the relevant local authorities and children's services where pupils' needs meet thresholds for referral. The school has appropriate measures to deal with an allegation against any adult if needed. Detailed child protection records are held securely and with suitable confidentiality. It is likely that these arrangements will continue to meet the requirements with the increase in pupil numbers and in the upper age limit for pupils.

### **Provision of information [ISSR Part 6, paragraph 32(1)(c)]**

- 2.17 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.

### **Quality of leadership and management [ISSR Part 8, paragraph 34]**

- 2.18 The school meets the standard.
- 2.19 The leadership and management demonstrate good skills and knowledge appropriate for their roles so that the independent school standards are met consistently and that they actively promote the well-being of pupils.
- 2.20 Senior leaders have full authority to oversee the everyday running of the school appropriately and are effectively supported by governors. There is a clear vision for the future development of the school and leaders and managers have planned accordingly to accommodate an increase in the age range to 13 years. They maintain suitable oversight of policies and their implementation.

### **3. Recommendation with regard to material change request**

- 3.1 It is recommended that King's House School material change should be approved. The governance and management have made suitable plans for an increase in age range to 13 years. The school has sufficient space and facilities to accommodate two extra year groups which are expected to be small, between 7 and 15 pupils in the future.
- 3.2 The local area operates a middle school system in the maintained sector. Parents do not wish their children to enter the system in Year 7 and then have to move on again two years later. The school understands the requirements for teaching the early years of secondary education and have planned accordingly. The curriculum and suitable schemes of work have been prepared. Although the school follows a specifically Christian education programme it has adapted all the schemes of work to incorporate other curriculum programmes to ensure it meets requirements. The schemes of work for PSHE and other subjects support the promotion of British values. The school has budgeted to increase the range of resources required for education in Years 7 and 8. Suitably qualified teachers have been provisionally engaged in anticipation of the future work. The school has a suitable framework in place to assess pupil performance.
- 3.3 The safeguarding in the school is secure and well managed. Governance and leadership and management understand their responsibilities to promote the welfare of the pupils.

## **4. Summary of evidence**

- 4.1 The inspector held discussions with the head and other members of staff and met with the chair of governors. She visited different areas of the school, observed children in the classroom, attended assembly and talked with groups of pupils. She scrutinised a range of documentation, records and policies.