



ISI Independent
Schools
Inspectorate

Regulatory Compliance Inspection Report

The King's House School, Windsor

October 2019



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School's Details

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|----------------------------------|--|---|----------------|----|
| School | 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 | | | |
| Proprietor | King's Church International | | | |
| Age range | 3 to 11 | | | |
| Number of pupils on roll | 37 | | | |
| | EYFS | 5 | Juniors | 32 |
| Inspection dates | 9 to 10 October 2019 | | | |

1. Background Information

About 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, with a biblical world view, open to pupils of all faiths or none. The school forms part of a charitable trust, King's Church International, and is overseen by a board of trustees and a school management board.
- 1.2 The school opened at its current location in Windsor in 2012. In 2015, the school launched an early years facility in purpose-built accommodation accepting children from the age of 3.
- 1.3 Since the previous inspection, a new headteacher was appointed in September 2017.

What the school seeks to do

- 1.4 The school seeks to prepare the next generation to excel in their God-given purpose. Their aim is that children receive an education that prepares them to excel in life and fulfil their potential. The school wants children to have the opportunity to experience an engaging, interactive and inspirational education that will shape their lives and prepare them for their future.

About the pupils

- 1.5 Pupils come predominantly from the surrounding areas of Windsor, Maidenhead and Slough. Pupils have a range of cultural backgrounds, a large majority from families who profess the Christian faith. The school's own assessment framework indicates that the ability of pupils is above average.
- 1.6 The school has identified two pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and dyspraxia. No pupil in the school has an education, health and care (EHC) plan. Four pupils have English as an additional language (EAL). Pupils with SEND and EAL are supported by their classroom teachers. More able pupils are extended through the pace of the teaching programme.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. The inspection of schools that have early years settings not requiring registration similarly records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and should take immediate action to remedy deficiencies as detailed below.

PART 1 – Quality of education provided

- 2.2 The school uses its own framework to determine attainment, instead of the national framework.
- 2.3 Teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.4 The scope of the curriculum does not cover the required breadth of material. Creationism is taught in science as part of the school's beliefs through the teaching programme, but the school does not provide a balanced opportunity for the pupils to learn about scientific theories in the supplementary curriculum.
- 2.5 **The standards relating to the quality of education [paragraphs 1, 3 and 4] are met but those relating to paragraph 2(2)(a) [curriculum] are not met.**

Action point 1

- **the school must ensure that there is balance in the curriculum; in addition to creationism, the school must teach pupils other scientific theories of creation [paragraph 2(2)(a)].**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 Arrangements to safeguard and promote the welfare of pupils do not pay due regard to current statutory guidance. The required barred list checks have not been undertaken consistently before staff begin work at the school.
- 2.10 **The standards relating to welfare, health and safety in paragraphs 9 to 16, the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met but those in paragraph 7(a) and (b) [safeguarding] are not met.**

Action point 2

- **the school must ensure that all staff engaged in regulated activity are checked against the barred list before they start work at the school [paragraph 7(a) and (b); EYFS 3.9].**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.13 Suitable toilet and changing facilities, showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.14 The standard relating to water supply is not met. Drinking water should be accessible at all times when the premises are in use and should be separate from the toilet facilities.
- 2.15 The standards relating to the premises and accommodation in paragraphs 23 to 27, 29 and 31 are met but the standard in paragraph 28 [water supply] is not met.**

Action point 3

- **the school must ensure that drinking water facilities are readily accessible at all times and that they are in a separate area away from the toilet facilities [paragraph 28; EYFS 3.54].**

PART 6 – Provision of information

- 2.16 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. This also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.17 The standard relating to the provision of information [paragraph 32] is met.**

PART 7 – Manner in which complaints are handled

- 2.18 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.
- 2.19 The standard relating to the handling of complaints [paragraph 33] is met.**

PART 8 – Quality of leadership in and management of schools

2.20 The proprietor has not ensured that the leadership and management demonstrate good skills and knowledge, fulfil their responsibilities effectively because the standards relating to the curriculum and water supply are not met and safeguarding procedures are not correctly implemented. The proprietor has not ensured that staff with responsibility for recruitment have sufficient knowledge to undertake all appropriate checks before appointment, as required by statutory guidance. They have therefore failed to promote the well-being of pupils.

2.21 The standard relating to leadership and management of the school in [paragraph 34] is not met.

Action point 4

- **the school must ensure that leadership and management have the skills and knowledge appropriate to their roles and fulfil their responsibilities effectively so that the independent school standards are met consistently and that they actively promote the well-being of pupils [paragraph 34 (1)(a), (b) and (c)].**

3. Inspection Evidence

- 3.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the vice chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assemblies. Inspectors visited the facilities for the youngest pupils, together with the educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Tracy Handford

Reporting inspector

Mr James Fleet

Compliance team inspector (Deputy head, IAPS school)