



**ISI** Independent  
Schools  
Inspectorate

**Focused Compliance and Educational Quality Inspection Report**

**The King's School, Fair Oak**

**January 2023**

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### School's Details

<b>School College</b>	The King's School, Fair Oak			
<b>DfE number</b>	850/6050			
<b>Registered charity number</b>	1106136			
<b>Address</b>	The King's School Lakesmere House Allington Lane Fair Oak Eastleigh Hampshire SO50 7DB			
<b>Telephone number</b>	023 8060 0986			
<b>Email address</b>	office@thekingsschool.org.uk			
<b>Headteacher</b>	Mrs Heather Bowden			
<b>Chair of governors</b>	Mr Matthew Parker			
<b>Proprietor</b>	Hampshire Christian Education Trust			
<b>Age range</b>	4 to 16			
<b>Number of pupils on roll</b>	229			
	<b>Reception</b>	8	<b>Primary</b>	65
	<b>Seniors</b>	156		
<b>Inspection dates</b>	31 January to 2 February 2023			

## **1. Background Information**

### **About the school**

- 1.1 The King's School is an independent co-educational day school in Fair Oak, Hampshire. It was founded in 1982 and moved to its current location in 1994. The school is owned by the Hampshire Christian Education Trust and an advisory board of trustees and governors assists with oversight. The school is divided into two sections; a primary school comprising Reception to Year 6, and a senior school which is formed of Years 7 to 11. Since the previous inspection the school has built a multi-use games area to enhance on-site sporting provision.

### **What the school seeks to do**

- 1.2 The school aims to enable pupils to develop a strong relationship with God and to equip them with the knowledge, skills, personal qualities and qualifications to achieve success at school and beyond. It emphasizes Wisdom (academic achievement), Stature (personal development) and Favour (relational development) by focusing on the 'Seven Cs' of commitment, confidence, craftsmanship, creativity, collaboration, communication and curiosity.

### **About the pupils**

- 1.3 The large majority of pupils come from Christian families who have chosen the school for its Christian ethos. Most live within a ten-mile radius of the school. Data provided by the school indicate that the ability of pupils is average in comparison to those taking the same tests nationally. The school has identified thirty-six pupils as having special educational needs and/or disabilities (SEND) of which eleven receive additional support. There are six pupils who have an education, health and care (EHC) plan. No pupils receive support for English as an additional language (EAL). Six pupils in the senior school have been identified as gifted or talented and the curriculum is appropriately modified for them.

## 2. Regulatory Compliance Inspection

### Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report 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. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

**This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection 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. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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 standards 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 meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

### PART 1 – Quality of education provided

- 2.2 In the primary school, the school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.3 At GCSE in the years 2019 to 2022, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The 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.
- 2.5 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

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

### PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; 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.
- 2.10 The standards relating to welfare, health and safety [paragraphs 6–16], 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.**

### 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, and 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; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.14 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

## **PART 6 – Provision of information**

- 2.15 A range of information is 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. It 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.
- 2.16 The standard relating to the provision of information [paragraph 32] is met.

## **PART 7 – Manner in which complaints are handled**

- 2.17 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.
- 2.18 The standard relating to the handling of complaints [paragraph 33] is met.

## **PART 8 – Quality of leadership in and management of schools**

- 2.19 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.
- 2.20 The standard relating to leadership and management of the school [paragraph 34] is met.

### 3. Educational Quality Inspection

#### Preface

The **EDUCATIONAL QUALITY** inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

**The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.**

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

#### Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils, including those with SEND, make good and sometimes rapid progress from their starting points.
- Pupils' acquisition of skills, knowledge and understanding is good overall but less so in lessons where teaching is slower in pace and opportunities for pupils to lead their own learning are limited.
- Pupils are effective and enthusiastic communicators who collaborate well with each other.
- Pupils are competent users of digital technology.
- Pupils make the most of opportunities to take part in extra-curricular activities, though at present these are somewhat limited in scope.

3.2 The quality of the pupils' personal development is excellent.

- Pupils value the non-material aspects of life very highly and express a strong commitment to the Christian principles which are central to the school's ethos.
- Pupils demonstrate and value acceptance of others and themselves, appreciating the diversity and strength of their community where everyone is respected.
- Pupils work together highly effectively and make positive contributions to the life of the school.
- Pupils translate their faith into action by raising money for charitable causes and engaging with their local community when given opportunities to do so.
- Pupils develop a strong understanding of how to maintain good mental health and wellbeing.

#### Recommendations

3.3 The school is advised to make the following improvements.

- Enable pupils of all ages to extend their skills, knowledge and understanding through increased opportunities to take responsibility for leading their own learning in lessons.
- Enable pupils to engage in a wider range of extra-curricular activities to broaden their experience and extend their individual abilities.
- Enable pupils to develop their collaborative skills through increased opportunities to implement their own ideas when supporting the school and wider community.



## **The quality of the pupils' academic and other achievements**

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils achieve good and sometimes excellent learning outcomes across the school from a diverse range of starting points. This demonstrates the successful fulfilment of the school's aim to prepare pupils for their futures. Their achievement is supported by leadership and management initiatives which include effective tracking of progress and an innovative staggering of GCSE courses. Pupils take their subjects over a three-year period and are sometimes taught in mixed year groups. Many of their results in optional subjects and religious studies, which are taken before Year 11, are above expectations.
- 3.6 In the small Reception class, pupils make good progress and almost all meet the expected levels of development in their early learning goals. The primary school uses its own framework for assessing pupils' progress. This shows that most pupils meet or exceed their ability-related expectations by the end of Year 6, when almost all continue into the senior school. In the senior school, examination results at GCSE have shown a considerable improvement over the last five years, most noticeably among pupils of higher ability. The school's value-added data shows that pupils routinely perform above their predicted levels, often by more than a grade. Pupils with additional needs make similar progress to their peers and in some cases do exceptionally well due to the high level of support provided by learning support assistants and teachers. This is because the school makes strong efforts to individualise programmes of study to maximise the pupils' chances of the best possible outcomes. In their pre-inspection questionnaires, a very large majority of parents agreed that teaching enables their child to make progress.
- 3.7 Pupils of all ages and abilities exhibit a strong determination to achieve. They are well motivated to learn and make good and sometimes excellent progress in acquiring knowledge, skills and understanding. The youngest children in Reception were able to build on previous experience when working out how to ensure the boats they had created would float. Year 8 pupils showed a good knowledge of food groups while answering questions about healthy eating and pupils in Year 10 demonstrated excellent understanding of reactants and chemical equations while calculating percentage yield. A strong contributory factor to pupils' success in learning is that their strengths and weaknesses are well known and support for them is well targeted and personalised. Pupils of all ages demonstrate the ability to work things out for themselves when teachers include open-ended tasks in their lessons. Year 8 pupils effectively increased their understanding of devising a piece of drama by working together. Year 7 pupils learned creative and construction skills as well as compromise whilst building castles out of materials they had collected. During a discussion on the poetry of William Blake Year 8 pupils could support points in a discussion with detailed biblical quotations. However, in some lessons observed, a lack of independent pupil-led activities and a slower pace limited pupils' development of their skills, knowledge and understanding. This reflected the views expressed by a minority of pupils in their questionnaires, that not all their lessons were interesting.
- 3.8 Pupils are skilled communicators who can express their ideas articulately both verbally and in writing. In the primary school they listen attentively and trustingly to their teachers and are quick to follow their guidance. Younger primary pupils organised themselves efficiently and effectively to begin a group maths activity, giving each other clear instructions. Reception children re-told the story of Noah's ark, listening well to each other and speaking with clarity. In the senior school, pupils offered eloquent analyses of each other's dramatic performances. Older primary pupils focused carefully while writing and used metaphors, similes and alliteration to engage their readers. Pupils also speak and perform confidently in public to a wide range of audiences, whether in musical and dramatic productions or in debates on a variety of issues. Senior pupil leaders take assemblies and prayer sessions for their houses with confidence and skill.
- 3.9 Pupils in the senior school demonstrate excellent information and communication technology (ICT) skills whilst using their own devices which connect to a digital platform. This is because senior leaders

and governors have prioritised the development of an effective system which enables every pupil to have access to all the content needed for their GCSE courses. Pupils explained to inspectors that they improved their skills rapidly during periods of remote learning. They stated that this style of working electronically, including managing deadlines and storing work, is a strong factor in their success at GCSE. Pupils appreciate being able to work independently and re-draft work once it has been marked. Younger pupils gain ICT and word processing skills gradually before acquiring their own digital device in Year 9. Those in the primary school are already able to produce effective work digitally, and then email it to their teacher. In GCSE citizenship lessons pupils use spreadsheets to help analyse public spending data and in science pupils use presentation software effectively.

- 3.10 Pupils have well developed numeracy skills. The youngest pupils in the primary school have a firm awareness of number bonds and showed good mathematical reasoning when considering if numbers were 'real' and if so, how they should be written. Older primary pupils demonstrated secure understanding of equivalent fractions and described how they are motivated to solve problems because mathematics is both absorbing and challenging. Pupils with advanced mathematical skills consolidate their progress by taking their maths GCSE early, making it possible to move on to further maths in Year 11 if they wish. Pupils apply their numeracy skills effectively in a variety of other contexts. Year 10 pupils drew on their knowledge of range and uncertainty to estimate the confidence intervals for success in a chemistry experiment and work scrutinised showed effective use of graphs and data analysis in geography and science.
- 3.11 Across the school, pupils demonstrate strong attitudes to their learning and a determination to do as well as they can. Pupils in Year 8 and 9 develop advanced study skills through working at GCSE level in some subjects such as food and nutrition and PE. In creative subjects such as drama, textiles, art and music, pupils' independent work demonstrates an ability to follow a project through over a long period of time, whether it is a devised piece of theatre work, an art portfolio or a carefully made item of clothing. Senior pupils show strong skills of analysis when discussing historical issues such as the possible reasons why Elizabeth I chose not to marry. Primary pupils' science work demonstrated pupils' abilities to hypothesise and make predictions in their experiments, with support and guidance provided for those who might find it difficult. When working on creative writing older primary pupils used a range of sources, including dictionaries and a thesaurus, to improve their final written pieces.
- 3.12 Pupils enjoy using and extending their skills in a range of extra-curricular activities which include music, drama and sport. The annual musical production provides opportunities for many pupils to develop performance skills. In sport the school's approach of co-educational and inclusive classes for a named sport in each term creates an atmosphere of shared endeavour where more skilled pupils assist those who are less experienced in netball, football and tag-rugby. The school's basketball teams have achieved success in competitions organised by the National Basketball League. The school's short day and limited numbers have made competitive team sport challenging, especially during and since lockdown. Pupils enjoy chess competitions and debating, and the choir sang at the O2 arena as part of Young Voices. A number of pupils have had their short stories published in an anthology of *'Twisted Tales'* and those with musical talent play in Southampton and Hampshire youth orchestras. In their pre inspection questionnaires a small minority of parents disagreed that the school provides a suitable range of extracurricular activities. Inspection evidence supports the view that pupils can access only a relatively small range of activities outside lesson times.

### **The quality of the pupils' personal development**

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils display high levels of self-knowledge and self-esteem. This is apparent from an early age and is demonstrated in their confidence in the adults around them and acceptance of each other. This is because the school's Christian ethos, centred on valuing each person, is lived out daily in the school community. Pupils express their personal thoughts readily with each other, for instance during a

primary assembly where small groups of pupils and their teachers sat quietly to discuss the aspects of life for which they were thankful. Pupils are self-reflective, draw confidence from the support they receive from their teachers and show resilience in their efforts to respond to feedback and improve their learning. Pupils value the guidance given for them in the set of character attributes known as the 'Seven Cs'. These include, among others, commitment, confidence and curiosity. Because of this approach, which is exemplified by senior leaders and all adults in the school, pupils have strong self-belief.

- 3.15 Pupils understand that the decisions they make can be important determinants of their own success and they exhibit a growing awareness of choices as they progress through the school. The youngest pupils in Reception follow their own interests and enthusiasms when learning, such as when creating a 'pig party', including their own pretend food and drink, in response to work on *The Three Little Pigs*. Primary pupils described the choices they make about who to play with and activities in lessons. This sometimes involves taking a vote, enabling them to acquire an understanding of the importance of collective decision making and compromise. Senior school pupils make informed decisions about subjects to study at GCSE, beginning this process in Year 8 with their first option choice which is taken at the end of Year 9. In Year 10, pupils gain further insights into their possible future pathways by spending a week off timetable learning more about the world of work and experiencing daily tasks and deadlines. Pupils of all ages make decisions daily about how to live their lives, recording their reflections in their personal journals. Older pupils make informed choices about the next part of their education, facilitated by close links established between the school and a variety of local colleges.
- 3.16 Pupils' spiritual development is excellent. They embrace the strong sense of Christian fellowship and community in the school, reflect on their own experiences and translate them into a palpable sense of service to those around them. Primary pupils engage wholeheartedly in discussions about the importance of loving their neighbour, sing spiritual praise songs with great enthusiasm and reflect on the value of simple things in life. Pupils who do not share the Christian faith feel valued, accepted and able to express their views openly in discussions. Senior pupils argue cogently using biblical references to support their point of view, and welcome the time given for prayer and reflection. Pupils seek opportunities to translate their faith into action, thus fulfilling the vision of the school's leadership to encourage its pupils to make a positive difference to the world.
- 3.17 Pupils behave in an exemplary fashion, both in lessons and in less structured time. They exhibit strong attributes of friendliness and care for each other and maintain excellent relationships with the adults in this small community where each person is well known. Staff treat pupils with respect and this is reciprocated with good manners and rapport, creating a very positive environment. Pupils understand the need for rules which are simple and clear and they follow them positively. They show no tolerance for bullying or poor behaviour and understand the importance of forgiveness and kindness when mistakes have been made. Relationships between pupils are accepting and supportive. Senior pupils demonstrated this in a physical education lesson for the whole year group where male and female pupils played alongside each other with courtesy as well as a competitive spirit. Almost all parents who responded to the pre-inspection questionnaires agreed that the school actively promotes good behaviour and pupils who responded agreed that the school expects them to behave well.
- 3.18 Pupils' social skills are well developed. All pupils are highly aware that if a community is to thrive everyone must contribute. They do so willingly and in many ways; older pupils help supervise the younger pupils' playtimes, carry out necessary tasks around the school site such as keeping areas clean and act as role models at every opportunity. Younger pupils help with organising library books and sharpening pencils for use in class. Pupils also engage with communities beyond school. They have longstanding links with charities supporting vulnerable children in Rwanda and Uganda which they have visited to carry out community work in the past. Despite the restrictions imposed by the recent pandemic, pupils have continued to raise money for these projects and for others such as an organisation combatting modern slavery. More locally, pupils have participated enthusiastically in activities such as singing in the local care home and providing food for the local food bank.

- 3.19 Pupils actively seek opportunities to take on responsibilities such as by becoming representatives on the school council where collective decisions are made about possible changes in the school. There have been several important school developments which have been initiated by this group. It was instrumental in pushing forward the school decision to invest in the recently installed multi-use games area and helped raise a large amount of money in order to fund it. Changes have also been made to uniform and lunch options. Pupils develop their social skills through a problem-solving day at the end of the summer term where they work collaboratively in teams to solve problems. They mix naturally across year groups and older pupils support younger ones without prompting. Some older senior pupils expressed the view that they do not always feel their views are listened to and that they would welcome more opportunities to be involved in decision making within the school and to use their own initiative. Inspectors agreed that whilst the school council provides opportunities to share views about the school, pupils are less able to implement their own ideas when supporting the school and the wider community.
- 3.20 Pupils value the diversity of their school community very highly. Pupils from all ethnic and religious backgrounds told inspectors that they are made to feel welcome and the same sensitivity and tolerance extends to those pupils who have additional needs. Pupils are proud, and rightly so, of the strong and cohesive sense of community within the school. They state that 'no-one judges anyone here' and are clear that everyone, including those with protected characteristics relating to sexuality or gender are valued.
- 3.21 Pupils have a strong understanding of the importance of staying healthy, both physically and mentally. They value the new mental health programme, initiated by senior leaders and delivered within personal, social, health and economic education, which uses cognitive behaviour therapy techniques to help all pupils manage anxiety and other mental health issues. Pupils told inspectors that a rich prayer life helps them to cope with the stresses of daily life and they know who they would approach if they felt mentally or physically unwell. They understand the importance of a healthy diet and exercise. Primary pupils show good knowledge of food groups, and senior school pupils explore different recipes and choose to cook healthy options in food and nutrition lessons. Pupils said that they understand how to stay safe online and that they feel very safe in school where no mobile phones are in use. However, they also understand the hazards of some social media applications which they may engage with beyond school.

## 4. Inspection Evidence

- 4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

### Inspectors

Mrs Kate McCarey	Reporting inspector
Mrs Naomi Fowke	Compliance team inspector (Former head, ISA school)
Mrs Samantha Scott	Team inspector (Headteacher, ISA school)
Mr Robert Teague	Team inspector (Head, ISA school)