

School inspection report

4 to 6 June 2024

The King's House School, Windsor

77a Frances Road

Windsor

Berkshire

SL4 3AQ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Governors and leaders have designed and implemented a curriculum which covers all required areas. However, the planning and delivery of lessons and activities do not consistently take into account pupils' aptitudes and prior attainment. Additionally, some teaching materials do not promote respect for the protected characteristics set out in the Equality Act 2010. As a result, the responsibilities of governors and leaders are not fulfilled effectively, and the Standards are not met consistently.
2. Children in the early years thrive through the support of caring and encouraging staff. They work with teachers who are adept at fostering the characteristics such as active learning and creative thinking. As a result, they make good progress and achieve well.
3. Many of the teaching activities are based upon pupils working through curriculum workbooks. Teachers agree targets with pupils for the number of workbook pages that they are expected to complete each day. This sometimes results in pupils rushing to complete the material without paying due attention to detail, analysing information carefully or presenting their responses in depth. Therefore, sometimes pupils' learning is limited in consequence, and they do not always make good progress in these lessons.
4. Some of the illustrations and comic-strip stories within workbooks presented to pupils convey inappropriate gender and other stereotypes that do not encourage respect for other people or pay due regard to their protected characteristics.
5. Some lessons use different learning materials and provide opportunities for pupils to work together. However, in these lessons, teaching can involve three consecutive year groups and is not always tailored effectively to pupils' aptitudes and prior attainment. Teaching is not always supported with appropriate resources that can be used effectively to develop pupils' practical skills.
6. Leaders provide limited extra-curricular activities, such as a clubs programme. Opportunities for pupils to broaden their individual interests and develop their knowledge and skills beyond those covered in timetabled subjects are restricted.
7. The school promotes pupils' physical and mental health, and their emotional wellbeing through appropriate programmes for physical and personal development which includes suitable relationships and sex education.
8. Pupils behave well in school and are supervised appropriately at all times. The school site is maintained well and includes appropriate provision for the administration of first aid and medication.
9. Pupils receive effective careers guidance and learn about a range of professions through a programme of visiting speakers. The older pupils learn how to apply for jobs and are given interview practice.
10. Leaders and staff implement suitable safeguarding procedures, detailed risk assessments and well managed health and safety protocols.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are not met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are not met.
- Standards relating to safeguarding are met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- all teaching is planned to take into account pupils' aptitudes and prior attainment
- teachers employ effective teaching methods consistently so that pupils are to make good progress in all lessons
- teaching utilises resources of sufficient quality, quantity and range to enable pupils to develop their practical skills
- all materials presented to pupils encourage respect for other people and pay particular regard to the protected characteristics set out in the Equality Act 2010.

Recommended next step

Leaders should:

- strengthen the programme of extra-curricular activities to better enable pupils to develop their knowledge and skills and broaden their interests.

Section 1: Leadership and management, and governance

11. Leaders and governors implement a range of measures to ensure a detailed oversight of the school. They attend training from a range of providers, such as their schools' association and external training partners, to understand what is expected of them. Governors monitor the effectiveness of leaders through a range of meetings and visits and the scrutiny of detailed reports which they receive from leaders.
12. However, governors do not ensure that leaders fulfil all their responsibilities effectively. For example, despite leaders evaluating the delivery of the school's aims and ethos through regular walkabouts, discussions and evaluations, some lessons delivered in Years 1 to 8 are not planned effectively to accommodate the different needs of pupils in each group. Teachers do not always extend pupils' thinking appropriately or facilitate pupils' development of practical skills and application of knowledge. As a result, pupils do not always make good progress.
13. Governors and leaders are aware that some of the content in the workbooks used by pupils is inappropriate to prepare pupils for life in modern Britain. Leaders have made attempts to mitigate the inappropriate content, including discussions with pupils, instruction that contradicts negative messages and the redaction of certain passages in some of the workbooks. However, pupils remain exposed to material that depicts unsuitable stereotypes and conveys inappropriate attitudes. These predominantly concern the role of women in society. Additionally, some of the workbooks present negative views about human nature and consequently do not actively promote pupils' wellbeing, self-esteem and self-confidence.
14. Risk assessments are clear and detailed. They identify particular potential risks sensibly and include appropriate measures to mitigate these. Leaders review risk assessments regularly and any necessary training or amendments to practice are implemented efficiently.
15. A thorough and comprehensive accessibility plan is in place to ensure that any pupils with a disability can access the premises and the curriculum. However, the workbooks which the school provides to pupils and requires them to use frequently depict stereotypical gender roles. The use of these materials does not demonstrate due regard to sex as a protected characteristic as defined within the Equality Act 2010.
16. Leaders and governors ensure that all required information, including their vision for developments in line with the school's stated ethos, is made available through the school website to parents and prospective parents. Detailed reports of pupils' achievements and progress are created and sent to parents.
17. Before the inspection commenced, the school's policy for the handling of complaints omitted reference to provision for a stage three panel to make findings and recommendations, and it did not detail to whom these would be communicated. This was amended during the inspection and an appropriate revised policy was implemented and uploaded to the school's website. In practice, leaders manage complaints effectively. They address concerns as soon as they are raised at an informal level and check with complainants that they are satisfied with what is implemented. As a result, no complaints submitted have become escalated to a formal stage or panel hearing.

18. Leaders of the early years are appropriate role models. They are knowledgeable about the needs of young children and implement a range of effective strategies that facilitate progress towards, and achievement of, the early learning goals.
19. Leaders maintain effective links with external agencies, sources of specialist advice such as a fire risk management service, and a local network of nearby schools, to support pupils' welfare and broaden opportunities for them to work with others.

The extent to which the school meets Standards relating to leadership and management, and governance

20. Standards are not met consistently with respect to the curriculum, teaching, spiritual, moral, social and cultural (SMSC) development and other legislation.
21. As a result, Standards relating to governance, leadership and management are not met.
- 22. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

Section 2: Quality of education, training and recreation

23. The school's curriculum is partially delivered through use of a published scheme of workbook materials in English, mathematics, science and social studies, which pupils work through sequentially at their own pace. This is enhanced through teacher-led collaborative work at other times during the school day. Additional subjects, including computing, art and design technology, music, Spanish, physical education, religious education, and aspects of personal, social, health, economic and citizenship education are delivered.
24. Planning for pupils' workbook learning is often based upon published resources but typically not amended to accommodate the abilities and needs of the pupils, who sometimes repeat the type of activity and levels of challenge of tasks that pupils have already completed in their work previously. On those occasions, teaching methods are not effective at enabling individuals to make good progress.
25. Staff in the early years interact positively with children as they engage in meaningful conversations. Teachers demonstrate both an empathy with the children's current interests and appropriate subject knowledge that enables children to learn and make good progress. The activities children undertake are resourced well, both indoors and outdoors, and are planned appropriately to accommodate children's ages and abilities. As a result, children make good progress towards the early learning goals and develop the characteristics of effective learning.
26. However, teaching in Years 1 to 8 is not always planned effectively to accommodate pupils' differing abilities and aptitudes. In those lessons where workbooks are not used, the same materials are often used for groups of pupils of different ages without appropriate amendments being made for individual pupils' particular needs or prior levels of attainment. Some teaching methods have a negative impact on pupils' levels of interest, motivation and effort. The pace of teaching and learning is sometimes too slow to maintain pupils' attention. A combination of these elements means that pupils do not always make consistent progress.
27. As pupils progress through the school's core programme of study, those who have special educational needs and/or disabilities (SEND) use effective techniques that they have learned to complete tasks. Additionally, leaders identify particular barriers to learning that individual pupils may encounter, such as with spelling or multiplication tables, and then provide effective support and guidance that help them to achieve. For example, the reference guides which they are encouraged to use provide effective support during their independent tasks.
28. Leaders and staff monitor the progress and attainment of pupils in Years 1 and above in the core subjects of English, mathematics and science to ensure that they are not presented with the next workbooks in the scheme used by the school until they are ready. The school's assessment framework includes a series of test booklets in English, mathematics and science which confirm pupils make good progress in recalling knowledge effectively in these areas.
29. Some of the workbooks used by pupils depict gender roles which do not reflect modern society and other stereotypes of racial and social groups. They do not demonstrate due regard to the protected characteristic as defined within the Equality Act 2010.

30. Teaching does not utilise resources effectively to enable pupils to develop and apply practical skills such as experimentation, analysing and recording results in subjects such as science, which limits pupils' progress and understanding.
31. Pupils enjoy their breaktimes in the school's outdoors area. However, the range of extra-curricular activities available to them is restricted and the school does not currently organise any clubs. As a result, pupils' opportunities to develop their interests and skills through recreational activities are curtailed.

The extent to which the school meets Standards relating to the quality of education, training and recreation

32. Standards are not met consistently with respect to the curriculum and teaching.
33. As a result, Standards relating to the quality of education, training and recreation are not met.
- 34. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

Section 3: Pupils' physical and mental health and emotional wellbeing

35. The school's personal, social, health and economic (PSHE) education programme, 'Life and Living', is effective in enabling pupils to develop their understanding of how they can maintain positive physical and mental health. Pupils learn about what is necessary for a healthy lifestyle, including appropriate diet, exercise and sleep, and are encouraged by teachers to find strategies to maintain mental health that work for each of them as individuals.
36. Leaders implement appropriate and effective behaviour and anti-bullying strategies, which include clear expectations that pupils will make positive choices and behave in a friendly and respectful manner towards all other members of the school community. Leaders and staff apply sanctions appropriately and in proportion to the nature of the particular behavioural incidents. Leaders and staff explain and discuss with pupils why bullying is not to be tolerated and the harm that it can do.
37. Pupils are appropriately supervised at all times, including in the early years, where appropriate staff-to-child ratios are maintained. Pupils are provided with frequent reminders that they can approach any member of staff if they ever have concerns or worries.
38. Assemblies support pupils' spiritual development. Pupils attend with their 'Devotionals', which are journals in which they record the personal meanings that they derive from the presentations. Assemblies frequently, but not exclusively, take Biblical and Christian teachings as their starting point. However, other areas of focus have included Black History Month, International Women's Day and World Religion Day, thus providing pupils with a wider range of spiritual and moral considerations. Assemblies are also used to congratulate and celebrate the various achievements of all members of the school community. Pupils recall these events with pride, showing that the recognition and praise that they receive is effective at strengthening their self-esteem and self-confidence.
39. In the early years, teachers foster the school's values through modelling appropriate conduct, such as offering their chairs to people who are standing, and then praising children who do the same. Lessons are planned to include activities which reinforce core values, such as the importance of collaboration and cooperation, expressed in class mottos such as 'Teamwork makes the dream work', to which teachers regularly refer.
40. Pupils experience a range of different physical activities as they progress through the school. In the primary years, they encounter a combination of swimming, gymnastics, dance, invasion games, athletics, outdoor adventurous education and one specific sport such as basketball or cricket each year. Older pupils also engage in hockey, cross-country running, tennis and swimming, developing their skills in these areas effectively. These opportunities result in pupils developing positive attitudes towards physical activity and a clear appreciation of the role that being active plays in maintaining physical and mental health.
41. Leaders implement the relationships and sex education (RSE) programme effectively, consulting with parents throughout its creation and revision as required. Through discussions with their teachers, pupils learn at an appropriate time about healthy friendships and relationships. They are taught about the changes that come with puberty, the concept and importance of consent and of the difference between welcome and unwelcome touches.

42. The school maintains appropriate admission and attendance registers. Leaders inform the local authority when pupils join or leave the school at non-standard times.
43. The school premises are maintained appropriately. Facilities, including purpose-built accommodation for the early years, contain suitable facilities, including toilets and a medical room, to meet the welfare needs of pupils. Leaders systematically review health and safety and fire safety procedures, ensuring that regular checks and effective maintenance are carried out. An appropriate fire risk assessment is in place and staff are suitably trained in fire safety. Fire evacuation drills take place on a termly basis.
44. Appropriate measures for the storage and administration of first aid and medication are in place, Leaders and staff obtain parental permission for any administration of medication or first aid and inform parents when any has taken place.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 45. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

46. Teachers plan activities that aim to prepare pupils for life in British society. For example, they work with the school council to identify opportunities for charity fundraising activities, such as a sale of second-hand toys in order to purchase new pyjamas for children in hospital. Consequently, pupils come to appreciate the importance of helping those less fortunate than themselves and play an active role in making decisions which facilitate this.
47. However, the inappropriate gender and other forms of stereotyping in workbooks used by pupils does not provide appropriate preparation for pupils' future lives because it does not actively promote the British value of mutual respect for others, including the protected characteristics as defined in the Equality Act 2010. Pupils are taught about the negative impact of stereotyping, including gender stereotyping, within the school's Life and Living, careers and assembly programmes.
48. Leaders and staff in the early years promote the social development of children effectively. Positive values are encouraged and modelled, including recognition of, and thanks voiced for, all the contributions that those in the school community make to school society. Arrangements are made for children to eat their packed lunches together, with courteous table manners praised by staff. Teachers encourage children to complete practical tasks and engage in collaborative challenges, such as transporting tyres across the playground, that require them to co-operate with each other in pursuit of a common goal. Teachers praise children when they take turns appropriately, listen to others and make appropriate responses.
49. Visiting speakers come to the school to introduce pupils to a variety of different careers. Year 7 and 8 pupils receive weekly careers education which, as well as covering skills such as the creation of a curriculum vitae and practical interview practice, also includes meetings with various professionals such as an investment fund manager and a biochemist.
50. The school makes its expectations of pupils' conduct very clear as set out in the school rules. These form the foundation of children's understanding of the differences between right and wrong. In 'Life and Living' lessons, pupils learn about how laws are made. This study is enhanced by a visit to the Houses of Parliament, as well as practical activities such as engaging with the local MP about matters of interest to the pupils, such as graffiti in the environment.
51. Respect for the democratic process is taught to children of all ages as part of their work in the 'Life and Living' programme, and then reinforced through activities that are carried out, such as casting votes to decide both long-term matters like who will act as class representatives on the school council and more immediate concerns such as which story will be chosen to be read aloud.
52. The school provides effective opportunities for pupils to develop their economic understanding. These range from group discussions about the role money plays in society and how to spend it wisely through to practical challenges in which they are asked to invest £5 and make a profit. Entrepreneurs visit the school and inform pupils about strategies to pitch their own enterprise ideas.

53. Leaders take appropriate steps to ensure staff and visiting speakers do not exhibit partisan views, and appropriate balance and impartiality is provided to pupils whenever different views are expressed and discussed.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

54. Standards are not met consistently with respect to the curriculum and spiritual, moral, social and cultural (SMSC) development.

55. As a result, Standards relating to pupils' social and economic education and contribution to society are not met.

56. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.

Safeguarding

57. Leaders ensure the school's safeguarding arrangements are effective and in line with current statutory guidance.
58. Governors carry out an annual safeguarding audit for the whole school, and an additional audit that is tailored specifically to the Nursery and Reception years. This recognises the high proportion of children who attend this section of the school and acknowledges the additional vulnerabilities that arise because of their age. Governors hold meetings with staff and leaders with safeguarding responsibilities and scrutinise the single central record of appointments to check that school procedures are clear, well understood and followed appropriately.
59. Leaders respond to safeguarding concerns effectively, including any raised by pupils themselves, including those deposited in the school's 'worry boxes', in a conscientious and timely manner. The safeguarding team maintain suitable records of issues that arise and liaise effectively with external safeguarding agencies when required.
60. Staff safeguarding training, including at induction, is appropriate and regularly refreshed. The safeguarding team check to ensure staff understand what they must do if a safeguarding concern is raised. Staff are knowledgeable about safeguarding requirements and confident about implementing them.
61. Leaders take a diligent approach to safer recruitment of staff. They conduct all required pre-employment checks and record these accurately on a single central record of appointments.
62. Appropriate procedures are in place to respond to any allegations or low-level concerns that might be raised about adults working at the school.
63. Pupils receive effective teaching about how to keep themselves safe, including when they are online. Governors check that the internet is suitably filtered and scrutinise the monitoring reports which are received and analysed by the safeguarding team.

The extent to which the school meets Standards relating to safeguarding

- 64. All the relevant Standards are met.**

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Section 2: Quality of education, training and recreation

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2(1)	The standard in this paragraph is met if –
2(1)(a)	The proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively, and
2(1)(b)	the written policy, plans and schemes of work –
2(1)(b)(i)	take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan.
ISSR Part 1, paragraph 3	The standard in this paragraph is met if the proprietor ensures that the teaching at the school –
3(a)	enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their knowledge and develop their skills in the subjects taught
3(c)	involves well-planned lessons and effective teaching methods, activities and management of class time
3(d)	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
3(f)	utilises effectively classroom resources of a good quality, quantity and range.

Section 4: Pupils' social and economic wellbeing and contribution to society

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2(1)	The standard in this paragraph is met if –
2(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively
ISSR Part 1, paragraph 2(2)	For the purposes of paragraph (2)(1)(a), the matters are –
2(2)(d)	personal, social, health and economic education which –
2(2)(d)(ii)	encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.
ISSR Part 2, paragraph 5	The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor –
5(b)	ensures that principles are actively promoted which –
5(b)(vi)	encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act.

School details

School	The King's House School, Windsor
Department for Education number	868/6019
Registered charity number	1039958
Address	The King's House School, Windsor 77a Frances Road Windsor Berkshire SL4 3AQ
Phone number	01753 834850
Email address	school@kcionline.org
Website	www.kingshouseschool.org.uk
Proprietor	Kings Church International
Chair of governors	Mrs Melody Erasmus
Headteacher	Mrs Lyndsey Harding
Age range	3 to 13
Number of pupils	53
Date of previous inspection	6 July 2022

Information about the school

65. The King's House School, Windsor is an independent co-educational day school. It is a Christian school, which promotes a biblical view of the world, 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. The school opened at its current location in Windsor in 2012.
66. In 2015, the school opened an early years facility accepting children from the age of three. The school has one combined Nursery and Reception class of 20 children.
67. The school has identified seven pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
68. No pupils speak English as an additional language.
69. The school follows a combination of the National Curriculum and the Accelerated Christian Education (ACE) curriculum.
70. The school states its aims are to prepare the next generation to excel in their God given purpose, receiving an education that prepares them to excel in life and fulfil their potential.

Inspection details

Inspection dates

4 to 6 June 2024

71. A team of three inspectors visited the school for two and a half days. The onsite inspection was quality assured by a monitor.

72. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

73. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

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For more information, please visit isi.net