

The King's School

Lakesmere House, Allington Lane, Fair Oak, Eastleigh, Hampshire, SO50 7DB

Inspection dates 26–28 March 2014

Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Outstanding	1
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

Summary of key findings

This school is good because

- Consistently good teaching with ongoing checks on their progress enables all pupils to achieve well from their starting points.
- Senior leaders sustain a nurturing environment which contributes well to the outstanding personal development and behaviour of the pupils.
- The headteacher and senior leaders have worked hard to ensure that all regulatory requirements are met and to ensure pupils' welfare, health and safety.
- Senior leaders, including the junior and early years leader, implement effective systems to ensure that good teaching and a wide range of subjects and activities enable pupils to make good progress in their learning.
- Pupils report that they are safe and happy in the school and that staff look after them well. The majority of parents and carers are satisfied with the provision and care for their children.

It is not yet outstanding because

- Although senior leaders have implemented clear procedures for staff appraisal and training, these actions have not had time to ensure that all teaching is regularly outstanding.
- Younger pupils have limited opportunities to develop their learning in the outdoor environment.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- The inspectors observed 21 lessons and looked at pupils' work, teachers' planning and information about pupils' progress. Joint observations took place with the director of studies in the senior school and in the junior school. Meetings were held with a representative of the governing body, senior leaders, teaching staff and pupils. School policies and other documentation were examined.
- The inspectors took account of the responses in eight staff questionnaires and also the views of parents and carers through the 65 responses to the online Parent View questionnaire and through discussions in school and telephone conversations.

Inspection team

Flora Bean, Lead inspector

Additional Inspector

Helen Griffiths

Additional Inspector

Full report

Information about this school

- The King's school is a non-selective, independent, coeducational day school situated in Fair Oak, Hampshire.
- The school is owned by Hampshire Christian Education Trust. It was founded in 1980 and moved to its current location in 2010.
- The school is registered for pupils aged from four to 16 years.
- There are currently 231 pupils on roll, aged from four to 16 years, most of whom live locally. There are five children in the Reception class and 10 children in Year 1 who are taught together.
- There are four pupils with a statement of special educational needs.
- When pupils leave at 16, the majority transfer to local sixth form colleges.
- 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.
- The school was last inspected in March 2011.

What does the school need to do to improve further?

- Improve the quality of teaching by:
 - making further use of the performance management system to raise the quality of teaching to outstanding
 - extending the outdoor play opportunities for children in the early years setting and in the junior department.

Inspection judgements

Pupils' achievement

Good

Pupils' achievement is good as a result of good teaching and a wide range of subjects and activities in a nurturing environment. Pupils join the school with a wide range of skills and knowledge ranging from those which are below to those that are above expectations for their age. From the Reception class onwards the vast majority make good progress in relation to their starting points. Some pupils are making outstanding progress in many subjects as a result of improved teaching because teachers set clear and challenging targets. Ongoing assessment of progress has improved through the better analysis and use of data so that pupils know how well they are doing and how to improve their work. Any concerns highlighted in teachers' marking are followed up with clear guidance to help pupils to 'remain on target' and to achieve well.

From Reception to Year 6 the strong focus on literacy and numeracy ensures that all pupils develop good and often excellent reading, writing and speaking skills. Pupils have regular opportunities to apply their skills across subjects. Disabled pupils and those with special educational needs make good and often excellent progress because they are well supported by highly skilled staff who give them well-tailored and often one-to-one support.

By the end of Reception, children achieve or exceed the expected learning goals in all areas. Pupils in the junior department make good progress in all areas of learning and are well prepared for the next stage in their education. Standards in Key Stage 4 have been sustained since the last inspection with improvements in information and communication technology (ICT). The proportion of pupils achieving five A* to C grades at GCSE, including in English and mathematics, was comparable to the national average in 2011 and 2012. In 2013 results in English and mathematics slightly improved with more pupils achieving the good GCSE grades A* to C.

Pupils' behaviour and personal development

Outstanding

Pupils' personal development and behaviour throughout the school are outstanding. The school has a strong nurturing and calm environment which encourages pupils to take responsibility for their behaviour and for each other. As a result, pupils are tolerant, caring and helpful. In the early years and junior setting pupils learn and play together exceptionally well with little disruption. In the senior school staff create a well-structured but relaxed learning environment based on mutual respect where pupils are treated as individuals and can progress well. Pupils have a strong sense of personal and social responsibility and demonstrate high levels of support for each other both in and out of lessons. They focus extremely well on their work in lessons. Pupils who find learning more difficult gradually settle and begin to learn and integrate successfully as a result of well-organised support systems. Pupils report that they are happy in the school and that bullying is rare. They know they can report any concerns to any member of staff should the need arise. They say they are safe in school and know how to be safe, for example, when using computers. Attendance is excellent.

The provision for pupils' spiritual, moral, social and cultural development is excellent. Regular assemblies and personal, social and health education (PSHE) lessons support pupils' personal development exceptionally well. Pupils have plentiful opportunities to lead and to take part in assemblies and concerts, trips and after-school clubs which develop their confidence and self-esteem. For example, Year 11 pupils have an opportunity each year to travel to Rwanda where they help in a school for two weeks, developing and increasing their awareness of other cultures and traditions and a realisation of how others live. One parent or carer reported that 'The teenage angst has disappeared because of the trip to Rwanda.' Pupils' success and efforts are celebrated in assemblies and in lessons. In the junior department pupils demonstrated their increasing confidence and talents in singing in an end-of-term concert for parents, carers and friends,

introducing each song themselves.

Pupils develop their leadership skills in raising money for charities both locally and abroad. Pupils gain a practical understanding of public institutions and democracy through the senior pupil council and through educational visits and visiting speakers to the school. Leaders ensure that when any political issues are considered a balanced presentation of opposing views is offered. From Reception onwards, all have opportunities to reflect and to develop their spiritual and moral awareness, their ability to socialise and their cultural awareness.

Quality of teaching

Good

The quality of teaching is good overall and enables pupils to make good progress. Teachers plan effectively and have high expectations of what pupils can achieve. Teachers ask focused questions and plan tasks that are designed to challenge all pupils well, for example, in encouraging all to take an active part in their learning. Teaching promotes pupils' literacy and speaking skills well. For example, teachers listen well to pupils' answers to questions and encourage discussion between pupils themselves.

Assessment procedures and checks on learning are ongoing and have been further developed since the last inspection. Well-organised systems enable teachers to track pupils' progress and to use the information gathered to plan future work. Pupils gain a clear picture of how well they are doing and how they can improve their work. Homework is set and marked on a regular basis to help older pupils make progress in their learning and to develop good learning skills.

There is a good range of learning activities in the early years setting and throughout the junior school which helps pupils to develop their knowledge and skills well; literacy and numeracy skills receive particular attention. Pupils have many opportunities to develop their speaking skills, for example, in discussions and practical skills through many hands-on activities such as sorting and sequencing and creating special Easter objects. The younger pupils have the opportunity to play outside but fewer opportunities to develop their learning outside the classroom.

Quality of curriculum

Good

The quality of the curriculum (planning for subjects and activities) is good. It is well organised and encourages pupils to learn well. The curriculum covers all the required areas of learning and provides a wide range of opportunities for good academic learning and for promoting pupils' personal development. The religious studies curriculum enhances pupils' spiritual and moral development well where from Year 7 to Year 11 pupils learn about 'heroes of the faith'. In Years 10 and 11 the study of ethics offers opportunities to discuss and debate and to develop critical thinking skills. Throughout the school an appropriate emphasis is given to the teaching of literacy and numeracy and in extending pupils' communication and speaking skills. Regular work in information and communication technology (ICT), art, drama and music, history, geography and science ensures that all pupils are increasing their knowledge and awareness of the wider world and are prepared for the next stage of their education or the world of work. Regular physical education lessons ensure pupils have opportunities to develop good levels of physical fitness. For example, working in the kitchen garden and looking after the chickens enhance pupils' learning and experience of real-life situations.

Through an excellent PHSE programme pupils develop an increasing awareness of the issues they may face as they grow up. For example, excellent teaching on 'my digital footprint' for Year 8 pupils helped them to understand the complexities and dangers of social media. Year 10 pupils have opportunities to take part in work-experience placements. Careful planning ensures that pupils' emotional and social development is promoted well and supports those who find learning more difficult to adjust to school and to integrate well. Work in the early years and junior

department is organised efficiently and creatively and provides pupils with valuable opportunities to make good progress in the required areas of learning.

Pupils' welfare, health and safety

Good

Provision for the welfare, health and safety of pupils is good and all regulations are met. A comprehensive range of policies and procedures is in place which are effectively implemented to ensure the welfare, health and safety of pupils. Procedures for the safeguarding of pupils are followed correctly and adhered to well. Procedures for safer recruitment are followed consistently. All the required checks for the suitability of staff are recorded correctly in the single central register and this is updated as required. The school has designated safeguarding officers who are appropriately trained for the whole school. Risk assessments are detailed and thorough and updated as required.

Appropriate arrangements for fire safety and first aid are in place and are implemented consistently across the school. The policies and procedures for the prevention of bullying, the promotion of good behaviour and the safe use of the internet are sufficiently detailed to support the staff to ensure the well-being of the pupils. Staff training for first aid and health and safety takes place as required and procedures are appropriate and up to date. Supervision of pupils is consistent both in and around the school. Pupils report that there is no bullying and that staff deal with any behavioural issues should the need arise. Pupils bring a packed lunch to school and know they should eat healthily and have regular physical exercise.

Leadership and management

Good

The leadership and management of the school are good and as a team, leaders enable pupils to learn well. The governing body supports the senior leaders effectively and meets regularly with them to support the aims of the school. The headteacher and senior leaders work well together to support ongoing educational developments. Leaders communicate high expectations and ambition for the school and plan accordingly. The school's view of how well it is doing is accurate and the areas for development are appropriate. The nurturing environment and Christian values of the school promote pupils' outstanding behaviour and all aspects of their spiritual, moral, social and cultural development. The governing body works successfully with the school to ensure that safeguarding procedures are rigorous. Very well-planned systems for the appraisal of staff ensure that teachers are well supported to improve the quality of their teaching.

The premises are well maintained in the senior school and there is an ongoing refurbishment programme for the junior department. Parents and carers receive all the required information and have up-to-date reports on the progress of their children. The complaints procedure meets requirements. Some parents and carers have expressed comments that the school and headteacher are not always responsive to the concerns that they raise. Inspectors found that the school is well led and managed. The majority of parents and carers are satisfied with the school and appreciate the efforts the school makes to help their children to learn and develop into mature and caring young people.

The governing body and leaders have ensured that the school meets all the regulatory requirements for independent schools.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of education has serious weaknesses.

School details

Unique reference number	116595
Inspection number	442958
DfE registration number	850/6050

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Coeducational day school
School status	Independent
Age range of pupils	3–16
Gender of pupils	Mixed
Number of pupils on the school roll	231
Number of part time pupils	0
Proprietor	Hampshire Christian Education Trust
Chair	Mr Simon Kinchin
Headteacher	Mr Paul Johnson
Date of previous school inspection	9–11 March 2011
Annual fees (day pupils)	£4,320 – £7,140
Telephone number	023 8060 0986
Email address	office@thekingsschool.eu

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