

# Inspection of King's Court First School

Ashbrook Road, Old Windsor, Windsor, Berkshire SL4 2NE

---

Inspection dates: 3–4 March 2020

**Overall effectiveness** **Good**

---

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade **Good**

## **What is it like to attend this school?**

Pupils feel safe and happy at King's Court School. They understand the school's aims of 'caring, sharing and learning together' and treat each other respectfully. Staff have high expectations of pupils and give them the support they need to do well. Pupils behave well. They are ready to learn and settle quickly when arriving in their classrooms. At lunchtime pupils enjoy the opportunity to talk or play together. One group of pupils was keen to share a dance they'd made up to celebrate their friendship.

Pupils enjoy the wide range of activities on offer. For example, science days, yoga sessions, spy club and 'i-rock'. They also have opportunities to be responsible members of the community. Pupils spoke with pride about helping raise funds to update the school library, for instance.

Staff look after pupils well. Pupils know they can speak to an adult if they have any worries. Pupils value their class 'bubble box' where they can put a message about any concerns they have. Adults respond to these swiftly and help pupils to sort out any problems they may have. Pupils say bullying is rare and when it does happen adults deal with it quickly.

## **What does the school do well and what does it need to do better?**

Since the last inspection leaders have worked tirelessly with the staff team, many of whom are new to the school. In doing so, they aim to ensure that all aspects of the curriculum are well planned and clearly sequenced. Leaders have established plans for a broad curriculum that lays the foundation for pupils' future learning. This helps pupils remember the content they have been taught and build on what they know. While detailed plans have now been implemented for reading, writing and mathematics, this is not yet the case for all subjects. Leaders are working with staff to make sure the plans inform all learning by the end of this school year.

Reading is a priority for the school. Leaders ensure that pupils read every day and are read to regularly. They make sure pupils develop the reading skills they need to become effective learners. Phonics is well taught. Support is put swiftly in place if any pupils are falling behind. Pupils quickly gain the knowledge and skills they need to become confident, fluent readers. Pupils enjoy reading and speak with enthusiasm about their favourite writers and books. In 2019, pupils' achievement in reading was significantly above that seen nationally.

In mathematics, where pupils' outcomes remain high, curriculum plans build well on what pupils already know. Teachers take time to revisit key facts if pupils have not remembered previous learning well enough. Leaders have continued their successful focus on improving the teaching of writing. For example, by developing editing skills and improving their understanding of the skills writers need. As a result, pupils' outcomes in writing improved last year and are now above average.

Pupils enjoy their lessons and attend school regularly. Teachers reinforce the expectations that pupils are respectful to each other and focused on their learning. However, some parents and carers are concerned that standards of behaviour are not high enough. Leaders' and governors' communication with parents and carers about this aspect of the school's work has not yet been entirely successful.

Promoting pupils' personal development is a high priority for the school. Pupils have many opportunities to learn how to be responsible and active members of the school community. For example, being in the 'green team', helping as librarians or contributing to the work of the school council.

Leaders have high ambitions for pupils with special educational needs and/or disabilities (SEND). They provide targeted support to help this group of pupils learn to read and write and develop their skills and understanding. Well-judged support is in place for all pupils, including those who may take time to settle to learning. Leaders make regular checks to ensure that this group of pupils has the right support to take part in the full curriculum.

Children get off to a good start in the early years and achieve well. They start each day following clear routines, including welcoming each other to school. Children have positive attitudes to learning. They listen well and respond positively to adults and each other. Leaders have developed a curriculum that is well organised and clearly sequenced. Activities are set up which excite and engage the children. The curriculum is designed to link books which the children have read and enjoyed to wider learning. For example, after reading 'Zog', children made green play dough and practised writing and counting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders are clear that 'safeguarding trumps everything'. Staff training is a priority. Staff know what to do if they have concerns about pupils. When required, the school works closely with other agencies to make sure pupils who need help get it quickly.

Governors monitor the school's processes to make sure that pupils are kept safe. They, with leaders, make sure all required checks on adults who work in school are in place.

Pupils know how to keep themselves safe online and when not at school. They are confident they have adults they can trust if they have concerns.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Although ambitious curriculum plans have been developed for all subjects, and are in place for reading, writing and mathematics, these plans are not fully implemented in all subjects. However, it is clear from the actions that leaders have already taken, to plan next year's curriculum and train staff in how to deliver

it, that they are in the process of bringing this about. Leaders should ensure that teaching reliably implements these plans, across the school.

- Some parents and carers are positive about recent changes to the curriculum and the management of pupils' behaviour. However, others are worried that expectations and standards are not high enough. Leaders and governors should make it a priority to develop more-effective communication with parents and carers, to ensure clarity about all aspects of the school's work.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	109827
<b>Local authority</b>	Windsor and Maidenhead
<b>Inspection number</b>	10111152
<b>Type of school</b>	First
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 9
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	188
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Mr Neil Dodds
<b>Headteacher</b>	Susan Pye-Beraet
<b>Website</b>	<a href="http://www.kingscourtfirst.co.uk">www.kingscourtfirst.co.uk</a>
<b>Date of previous inspection</b>	12 February 2019, under section 8 of the Education Act 2005

## Information about this school

- The school has undergone an unusually high proportion of changes in staffing since 2019. A new assistant headteacher has been appointed. New leaders have been appointed for literacy, early years and SEND, as well as new class teachers and teaching assistants.

## Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- We met with the headteacher and the deputy headteacher. We also met with leaders responsible for English, science, art, pupils with SEND and early years. We met with the chair of the governing body and two other governors and held a meeting with a representative of the local authority.
- We did deep dives in these subjects: reading, writing, science and art. We completed a range of inspection activities in order to explore these subjects in depth, including meeting with subject leaders and teachers, lesson visits with senior leaders, a review of pupils' work and discussions with pupils about their work.

- As part of the inspection of safeguarding, we had discussions with the designated safeguarding lead, governors, staff and pupils. We checked a range of school documents and records, including the single central record.
- We spoke to pupils about their views of the school. As well as speaking to parents at the school gate, we considered the 57 responses to Ofsted's online survey, Parent View, and the 31 free-text responses. We took account of five responses to Ofsted's staff survey.

### **Inspection team**

Kevin Burrell, lead inspector

Ofsted Inspector

Rachel Goplen

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020