

Inspection of Kings Brighton

27–33 Ditchling Road, Brighton BN1 4SB

Inspection dates: 18 to 20 October 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Students from different countries and cultures mix harmoniously together. Leaders are aspirational for every young person. They do their utmost to help and prepare sixth-form students for higher education or apprenticeships. Kings' motto, 'education for life', is at the heart of this thoughtful work.

Each student has made a choice to be at Kings. They want to work hard and aim high. Students embody kindness. Everyone gets along and sees the good in each other. Nobody is worried about bullying. Leaders celebrate and embody diversity. Through this, students show respect and empathy towards each other.

Staff understand how hard it can be to move to a new country. They support students to settle quickly and feel safe in the school's surroundings. Students praise the school's welfare services. Here, members of the knowledgeable pastoral team listen and offer advice to students. Where needed, adults signpost students to other professional services to support their well-being.

Students immerse themselves in Kings' opportunities. Leaders offer an impressive range of clubs and societies that students can join. International students' interests are well catered for. Students embrace sport, the arts and exploring different landmarks. These activities enthuse students and further enhance their academic and personal development.

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

Senior leaders and governors want every student to aim high and succeed in their future career. Kings is an ambitious environment for students' education. Leaders provide students with exceptional careers education and information. Staff exude knowledge of the opportunities that students can seize. The school invites admissions tutors from different universities and entrepreneurs from industries to broaden students' horizons. Year-on-year, students progress to the right future destination for them. Leaders are rightly proud of the notable accomplishments here.

The curriculum is well thought out to support students' aspirations. Subjects span the sciences, arts and humanities. Leaders have ensured that courses enable students to achieve academic excellence. This can be through A-level study or an advanced foundation course route. Within a subject area, leaders are clear about what students need to know and do. The curriculum is designed progressively, with subject content clearly sequenced from the start of GCSE until the end of an A-level programme.

Teachers are experts in their individual subjects. They impart great knowledge to students. Teachers are tuned into how best to deliver material to students who speak English as an additional language. Vocabulary is prioritised and revisited. Teachers know that students need the technical language for distinct subject

disciplines. They create time in each lesson to enable students to use these key terms confidently. Checks on students' memory of what they have learned happen regularly. Teachers ensure that any questions they ask or tests they administer align with the curriculum plans.

Students work through ambitious textbooks that are well matched to the planned curriculum. These materials structure content in the right small steps. Generally, teachers ensure that students can really explore the curriculum to help them develop detailed and broad expertise. However, where teachers may set different work from a textbook, it can sometimes lead to students not practising enough in-depth knowledge.

Leaders recognise that some overseas students may have special educational needs and/or disabilities (SEND) that have not been picked up previously. Leaders look beyond any language barriers. They screen students to pinpoint any support that may be needed. Where this is the case, teachers are well informed and closely involve students and parents and carers in agreeing appropriate education goals. For students with an education, health and care plan, leaders ensure that any learning adaptations are fully in place.

English proficiency is well considered in leaders' curriculum thinking to support international students. Extra language classes are put on to help bridge any spoken language or reading gaps that students might have. Leaders have trained staff well on the importance of students speaking at length, for example in debating and in presenting to others. Teachers mostly facilitate students in reading aloud in lessons, but this much-needed fluency practice requires greater consistency across all subjects.

Leaders set out clear rules and expectations of students. This ensures the smooth running of the school. In class, students adopt important study habits and concentrate on completing their work. However, at times, not all staff spot or speak with students who may breach school rules. This includes students being distracted by mobile technology. Leaders are aware of this and are revisiting key policies and practices with all staff.

The personal development curriculum really informs and educates students about life in modern Britain. For many international students, this is the first time they have lived in England. Leaders promote schedule 10 of the Equality Act 2010 exceptionally well. Students are taught the protected characteristics and how to engage in and debate global issues. Leaders actively promote students' mental well-being. They are sensitive to a student feeling homesick and missing family members. Beyond this, leaders recognise that they need to do further work on better educating students about physical health and active lifestyles.

The proprietor body shows excellent insight into how well the school is performing. Governance is smart and strategic. Kings Education rigorously holds leaders to account. This includes setting the format of the principal's information reports and checking impact against the school improvement plan. The proprietor body ensures

that the school continually meets the independent school standards. Health and safety checks of the premises happen regularly. The school building is of a high standard for students' education.

Staff are happy at Kings Brighton. They love being part of a small team that pulls in the right direction. They feel that leaders listen to ideas and try to find ways to reduce their workload. Staff are positive about their professional development to support students receiving a high standard of education.

Safeguarding

The arrangements for safeguarding are effective.

Staff know that protecting children is everybody's responsibility. Leaders repeatedly train adults on what to do and look out for. Staff are alert to risks that students may have faced overseas. Daily handovers between the residential team and teaching staff keep everyone in the loop. There are clear policies and practices in place.

Leaders record any concerns or worries about students diligently. They follow these up immediately and liaise with external statutory authorities where needed. Vetting of staff and contractors is thorough. The proprietor body ensures regular checks of leaders' recruitment practices.

The safeguarding and child-protection policy follows government guidelines and is available on the school's website.

What does the school need to do to improve?

(Information for the school and proprietor)

- Sometimes, teachers' pedagogical choices do not always enable students to complete work of a high quality. This impedes students' depth of knowledge in meeting the ambitious curriculum goals. Leaders should continue to support teachers' pedagogical content knowledge, so that students produce work of a consistently high standard.
- Occasionally, not all staff rigorously follow leaders' high expectations in the quality of education and students' behaviour. This can lead to inconsistencies in what is expected of students' academic work and their adherence to rules around the school site. Leaders need to ensure that all staff are clear about the school's policies, and uphold these continually.

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 information from Ofsted Parent View 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.

School details

Unique reference number	143046
DfE registration number	846/6024
Local authority	Brighton and Hove
Inspection number	10243551
Type of school	Other independent school
School category	Independent boarding school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	136
Of which, number on roll in the sixth form	128
Number of part-time pupils	0
Proprietor	Prime Education and Training Ltd
Chair	Nigel Pamplin
Principal	Nigel Addison
Annual fees (day pupils)	£16,440 to £27,900
Telephone number	01273 443 403
Website	www.kingseducation.com/uk-uni/kings-brighton
Email address	brighton@kingseducation.com
Date of previous inspection	27 to 29 June 2018

Information about this school

- Kings Brighton is part of Kings Education, which runs international schools and colleges in the United Kingdom and the United States of America. It is based on the edge of Brighton city centre. The number of students on roll has rapidly increased since its previous inspection.
- Students under the age of 18 can live on site or with host families. The British Council also provides accreditation through inspection.
- The school had an Ofsted inspection of the boarding provision in November 2021, when it was judged as good.
- The provider specialises in preparing students to gain the academic qualifications needed for admission to universities in the UK and abroad. It works in partnership with worldwide organisations. Students can undertake GCSEs, A levels and foundation courses. In addition, adult students up to the age of 25 can study for short periods of time on English language programmes.
- The school does not currently use any alternative provision.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors met with the principal, senior leaders, staff and students. The lead inspector met with the named proprietor body and Kings Education's UK director of operations.
- The inspection team carried out deep dives in English, mathematics, business, and personal, social, health and economic education. To do this, they met with subject leaders, looked at curriculum plans, had discussions with staff and students, visited lessons and looked at students' work.
- To evaluate the effectiveness of safeguarding, inspectors spoke with staff and pupils. The lead inspector met with the designated safeguarding leads to examine records and actions. This included sampling a range of safeguarding documentation. He reviewed checks on the safer recruitment of adults.
- Inspectors talked to students from different year groups about their learning and experiences at school.

- The views of staff, students and parents were gathered through discussions and Ofsted's online surveys.
- Inspectors looked at the school site and scrutinised a wide range of documentary evidence to check on the statutory requirements of the independent school standards.

Inspection team

James Broadbridge, lead inspector

His Majesty's Inspector

Deborah Gordon

Ofsted Inspector

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