



# King's School

Independent School

Inspection report

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DfES Registration Number      879/6002  
Unique Reference Number      113595  
Inspection number              296830  
Inspection dates                23–24 January 2007  
Reporting inspector              Mr Peter Way HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

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Age group 3-11	Published 16 February 2007	Reference no. 296830
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## Purpose and scope of the inspection

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

## Information about the school

King's School is an independent Christian primary school for pupils aged from 3 to 11. It is situated in a quiet residential area to the north of Plymouth city centre. It was established in 1989 with just 12 pupils, moving to its present site two years later. Pupil numbers have increased steadily since then to the current 149. The school aims to provide "*an excellent child-centred holistic education within a nurturing Christian environment.*" The school was last inspected in 2002 and the nursery unit was inspected in 2005.

## Evaluation of the school

This is a good school which provides an outstanding range of curricular and personal development opportunities. Teaching is good and this enables pupils to make good progress. The strong sense of a respectful, caring and hard-working community is central to the school's ethos, its Christian values and the manner in which it is led and managed. Pupils are well cared for, well behaved, happy and courteous. Academic attainment is high and the pupils take pride in their work and their achievements. The school meets all but one of the regulations for registration.

## Quality of education

King's School has an outstanding curriculum. This is due to the vision of the headteacher and her determination to provide a very broad range of educational opportunity. French, ballet, swimming and citizenship augment the subjects of the National Curriculum. This is supplemented by a good range of extra-curricular clubs such as tag-rugby, cookery and photography and optional activities including ski-ing, drama and Spanish. The curriculum is extremely well planned and this ensures good progression through each subject. Very clear guidance for teachers provides good continuity for pupils so that lessons build on what has previously been learnt. There is good coherence in the planning so that, where possible, subjects are linked together. This enables pupils to grasp the relationships between subjects like history and geography; also to find, for example, the mathematical and scientific aspects of other topics which are being studied. In some lessons the quality of the curriculum was beyond what might be expected for the age group, giving pupils a deeper insight into

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techniques and skills. Although the pupils use many worksheets, especially in the younger age groups there is not an over-reliance on these and good opportunities are provided for free writing and recording. The opportunities for mathematical investigation and problem solving are not as well developed as those for the exploration and enjoyment of language. The curriculum is enriched with visits and trips which are well linked to the topics being studied. Good use is made of local facilities like the park and swimming baths.

Teaching throughout the school is of good quality. During the inspection some outstanding lessons were seen. Lessons often start with their purpose being explained and the objectives written on the board and shared with pupils. Planning usually outlines the development of the lesson and the key resources which are required. This ensures that teachers are well prepared and that time and appropriate resources are used to good effect. The teachers have high expectations of the pupils' capabilities. Some very good examples of lesson conclusions were seen which gave the opportunity for pupils to recap the main points and reflect on the things which they had learnt. These sessions provide useful information for the teachers to assess pupils' understanding and to plan the next lesson. Homework is usually closely related to the lesson, especially for older pupils. The headteacher provides good motivation for staff which results in them working very effectively as a team. The teaching assistants provide good support both to the teachers and the pupils.

Teachers know their pupils well and keep clear records of their attainment. Assessment of pupils' work is carried out regularly and teachers give good oral feedback during lessons. The feedback which is given in books although correcting matters of punctuation, spelling and presentation, rarely gives sufficient guidance on how the work could be improved. In the Reception class baseline assessments and the Foundation Profile are completed. The school takes part in annual national testing arrangements for pupils in Year 2 and Year 6. Attainment in the Year 2 and Year 6 national tests is generally well above the national expectation and particularly good in English. This prepares pupils well for the next stage of their education and gives them a secure base for achieving future economic well-being.

## Spiritual, moral, social and cultural development of the pupils

Provision for the spiritual, moral, social and cultural development of the pupils is good. Pupils readily admit they are happy in school, some saying 'lessons are fun' and 'it's enjoyable'. There is a friendly, welcoming atmosphere in the school and pupils feel safe and well cared for. They know that their teachers are there to help them in all aspects of growing-up. They also support each other, for example, older pupils take it in turns to help the younger ones with their

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reading. There are many opportunities for them to take responsibility such as assisting at lunchtimes and with various class duties.

Behaviour is good in class and around the school. Pupils helped to formulate the simple school rules which they obey. They all try eagerly to gain house points, headteacher's awards and 'Golden' awards which are given for good work and behaviour, and celebrated at the Friday assembly. The recently established school council is making pupils' wishes known and is currently consulting on improving the garden. The pupils are aware of others less fortunate than themselves and regularly raise money for charity. A range of out-of-school visits helps increase the pupils' understanding of local services and how society functions. In this way they learn to understand and contribute to their community.

The pupils compete in sporting activities with other local schools. The older pupils have the opportunity to attend several residential centres and report that they are great fun. Both these activities make an important contribution to their social development. Through regular personal, social and health education lessons, weekly religious education and assemblies the pupils are given time for spiritual reflection. The school has established close links with local churches. Pupils from other religions are welcomed into the school and share their cultural and religious traditions with their fellows. Art, history and drama also provide good opportunities to enrich pupils' cultural awareness.

### Welfare, health and safety of the pupils

The school makes good provision for the welfare, health and safety of the pupils. It is a safe place in which to work and learn. A range of policies for anti-bullying, health and safety and behaviour are effectively implemented. Comprehensive risk assessments are carried out on all aspects of school life. Fire safety and First Aid requirements are met and procedures for recording accidents are appropriate. The school encourages the pupils to eat healthily with fruit at breaktime and to take regular exercise; each day begins with a 'wake up, shake up' exercise routine. Registers are kept correctly. Not all staff have yet received up-to-date training in safeguarding matters and this is currently being remedied. The school fulfils its duties with regard to the Disability Discrimination Act.

### Suitability of the proprietor and staff

All the necessary checks are made before staff are appointed. The recruitment procedure is rigorous, detailed and thoroughly documented.

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## School's premises and accommodation

The school occupies a large building with a range of additions providing a suitable learning environment. The interior is clean, tidy and well decorated. Most classrooms are bright and spacious with plenty of room for pupil movement. There is an information and communication technology (ICT) suite equipped with a projector and networked computers, which are also linked to classroom computers. The hall provides ample space for a variety of activities, such as drama, ballet and physical education. Outside there are adequate facilities for recreation. The school does not have a field, but there is an extensive sloping wild garden area which contains an enclosed pond.

## Provision of information for parents, carers and others

The school provides a good range of information for parents and prospective parents. There is a helpful prospectus and further information is available on the school's website. Parents are given detailed written reports on their children each year and have the opportunity to attend three consultation evenings. The school has an 'open door' policy and the headteacher is available to see parents at their request. There are good systems for keeping parents informed from day to day. Reception Year produces an excellent weekly review for parents. The vast majority of parents who responded to the pre-inspection questionnaire are very supportive of the school and raised very few disagreements, although several said they were unaware of the complaints procedure.

## Procedures for handling complaints

The school has a clear procedure for handling complaints which meets the requirements of the regulations.

## Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- ensure that all staff receive training in line with DfES guidance *Safeguarding children and safer recruitment in education* (2007) (paragraph 3(2)(b)).

## What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- written feedback to pupils in their books could provide more specific guidance about how to improve their work
- the school has an appropriate development plan for the next three years which would benefit from being clearly prioritised.

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## School details

Name of school	King's School		
DfES number	879/6002		
Unique reference number	113595		
Type of school	Christian Primary		
Status	Independent		
Date school opened	1989		
Age range of pupils	3-11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 74	Girls: 75	Total: 149
Number on roll (part-time pupils)	Boys: 3	Girls: 4	Total: 7
Annual fees (day pupils)	£4,035-£4650		
Address of school	King's School Hartley Road Mannamead Plymouth Devon PL3 5LW		
Telephone number	01752771789		
Fax number	01752770826		
Email address	jlee@kingscare.co.uk		
Headteacher	Mrs J Lee		
Proprietor	Kingscare Ltd		
Reporting inspector	Mr Peter Way HMI		
Dates of inspection	23-24 January 2007		