

Inspection of King's School

Hangleton Way, Hove BN3 8BN

Inspection dates: 22 and 23 March 2022

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are confident, articulate and aspiring. They are proud to be part of the school community. The school's provision for their education and welfare makes a significant contribution to their lives. The Christian ethos ensures that pupils are kind to one another and look after each other well. The school values of love, forgiveness, respect and responsibility permeate the school environment.

Pupils are happy and safe. Behaviour is exemplary. Bullying, harassment and violence are not tolerated. Any minor instances of such behaviour are dealt with very quickly and very effectively. The school has a zero-tolerance policy on these matters.

Leaders have created a culture that extends far beyond the academic. Staff value each pupil and know them well. The provision for personal development is first class. It is promoted consistently across the school. It is supported well by the coherent curriculum in place for personal, social and health education (PSHE).

Leaders encourage all pupils to broaden their experiences. They offer an extensive range of extra-curricular activities to enrich pupils' learning. These include a wide variety of sporting activities, musical and drama opportunities and trips abroad. Enrichment days are designed to encourage independence and responsibility as well as a passionate interest in the wider world.

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

The curriculum is designed to be ambitious and meet the needs of all pupils. The content builds progressively on the primary curriculum. In most subjects, the schemes of work are coherent, and the content is well written to ensure that it is developmental. Assessment is regular and used well to address gaps in knowledge.

Leaders are working hard to raise the profile of languages and to further develop a culture of reading in the school. Literacy and subject-specific vocabulary are supported strongly. Teachers are knowledgeable and enthusiastic. Staff training ensures that non-specialists are supported well.

The strengths identified in English and mathematics are not evident across all subjects. In computing, the published curriculum has not been delivered as planned this academic year. This has meant that pupils have fallen behind in their learning. Lessons do not build their knowledge, skills and understanding sequentially. In addition, the curriculum in physical education (PE) lacks depth. The length and timetabling of different activities does not allow pupils to deepen their knowledge and develop their expertise.

Pupils with special educational needs and/or disabilities (SEND) benefit from the same curriculum as their peers. Teachers adapt their lessons to successfully meet the needs of these pupils. Disadvantaged pupils and those with SEND are well known and well supported. Leaders have planned very clearly and strategically for

these pupils. Higher-attaining pupils are challenged through more demanding work. They also act as history heroes, enter mathematics challenges and attend medical society meetings.

The provision for pupils' personal development is outstanding. Attendance has improved significantly across all groups. Suspensions and internal exclusions have reduced considerably over time. The high-quality PSHE programme helps pupils become respectful and responsible members of society. Much thought has been given to the content, including creativity, consent and cultural awareness. Leaders have planned a comprehensive programme. This is strategically supported through religion and philosophy lessons as well as tutor time, enrichment activities and collective worship which celebrates diversity and promotes spirituality.

Pupils enjoy an extensive programme of coherently planned extra-curricular activities. The provision is very well attended by all groups of pupils, including disadvantaged pupils. An extremely successful and well-organised programme of careers education ensures that all pupils are exceptionally well prepared for their next steps. The programme is enhanced with mentoring by business leaders and university visits for disadvantaged pupils.

The headteacher leads by example and always put the interests of pupils first. She is highly regarded both inside and outside the school. Staff feel that workload issues are considered, and they are proud to work at the school. Governors are well informed. They bring a wealth of expertise to their roles. Together with trust leaders, they have a strong impact on the life of the school.

Safeguarding

The arrangements for safeguarding are effective.

There is a well-established culture of vigilance at the school. The school has an experienced and skilled safeguarding team. They are effective in spotting the early signs around welfare concerns. They follow up with appropriate and timely interventions and referrals. The training for staff is equally well thought through, with a well-considered training programme.

Support for children at risk is very strong. Internal procedures for staff referring concerns are robustly managed. Pupils report that they feel safe around school and can identify an adult to talk to if they have any concerns. They are knowledgeable about safety, relationships and consent.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school's curriculum is not embedded securely and consistently across all subjects. The curriculum in computing is not being delivered as planned. The curriculum in PE lacks depth. As a result, pupils are not building their knowledge,

skills and understanding coherently and sequentially. Governors and leaders should ensure that these subjects are structured and sequenced as well as the very best practice seen across the school.

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.

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

Unique reference number	139409
Local authority	Brighton and Hove
Inspection number	10200905
Type of school	Secondary
School category	Academy free school
Age range of pupils	11 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	721
Appropriate authority	The governing body
Chair of governing body	Katherine Laux
Headteacher	Sarah Price
Website	www.kingsschoolhove.org.uk
Date of previous inspection	5 December 2018, under section 8 of the Education Act 2005

Information about this school

- King's School is an academy free school which opened to students in September 2013. It is part of the Russell Education Trust. The school is affiliated to the Diocese of Chichester.
- The school is designated as an 11 to 19 school but currently has pupils in key stages 3 and 4 only. The school plans to open the sixth form in September 2023.
- Eleven pupils attend alternative provision at three registered education providers and two alternative education providers.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical educational qualifications and apprenticeships.

Information about this inspection

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

- This was the first routine inspection the school 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 carried out deep dives in English, mathematics, computing, modern foreign languages and religion and philosophy. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, talked to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors held meetings with the headteacher, senior leaders and subject leaders, as well as staff and pupils. They reviewed the procedures for safeguarding and looked at the single central record.
- Inspectors looked at curriculum documents, school policies, attendance information and behaviour logs. The lead inspector met with the chair of governors and, remotely, with the chair of the trust.
- Inspectors considered 179 responses to the Ofsted Parent View online questionnaire and 121 written comments from parents. They considered the survey responses from 57 staff and 132 pupils.

Inspection team

Paul Metcalf, lead inspector	Ofsted Inspector
Taj Bhambra	Ofsted Inspector
Sue Bullen	Ofsted Inspector
Stuart Edwards	Ofsted Inspector

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