

School inspection report

Date 5 to 7 March 2024

King's School and Nursery

Hartley Road

Mannamead

Plymouth

Devon

PL3 5LW

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. The proprietors and leaders of the school ensure that policies and procedures, as well as oversight of their implementation, are strategically managed and reviewed. This ensures that the promotion of pupils' wellbeing is at the heart of the school. The school's values of respect, integrity and community are demonstrated consistently by pupils and staff in lessons and throughout the school.
2. The broad curriculum is delivered effectively, and pupils participate enthusiastically in well-planned lessons and extracurricular activities. Teachers work together to create a cohesive curriculum so that pupils are adept at making cross-curricular links across a wide range of subjects and topics. This helps pupils embed their learning. Pupils' communication and technology skills are developed from a young age and they employ these skills well across the curriculum.
3. Staff use assessment information effectively to track pupils and provide additional support so that pupils achieve to the best of their ability. A recently created provision map is in place for pupils who have special educational needs and/or disabilities (SEND). A cohesive approach to provision and guidance for staff in Key Stages 1 and 2 is not yet fully developed.
4. Equality, diversity, and inclusion are woven through the curriculum. The personal, social, health and education (PSHE) and relationship and sex education (RSE) programmes of work enable pupils to develop an empathetic and mature attitude towards different groups of people.
5. There is a wide range of extracurricular clubs on offer to pupils which provides them with a breadth of experience. Many pupils also participate in external events and competitions. Pupils enjoy learning new skills and speak confidently about their experiences.
6. Pupils demonstrate very positive and respectful behaviour towards the school community and visitors. They are keen to share what they do at school and show maturity and self-confidence when doing so. Pupils say that bullying is rare but that they are confident about what to do should this arise. They express confidence in the staff around them to act quickly and appropriately in such circumstances. Pupils are clear about sanctions and rewards and say these are fair.
7. Pupils hold a wide range of leadership roles. They value the opportunity to show leadership skills. Older pupils work with younger ones as 'tech trainers' to teach them about online safety and as equality, diversity, and inclusivity ambassadors. These activities provide pupils with a meaningful voice and an understanding of how their views may contribute to improving aspects of school life, which they have witnessed in practice.
8. Pupils enjoy being involved in the local community. They take part in a range of competitions and events locally, as well as with local charities such as the food bank. Pupils engage with international charities and visitors. These opportunities, alongside a well-planned curriculum, enhance pupils' cultural understanding.
9. Leaders ensure that safeguarding arrangements are in place so that pupils feel safe. Staff are well trained and actively promote the wellbeing of the pupils. There is effective liaison with agencies outside of the school. Leadership of safeguarding is effective. Proprietors have close oversight of safeguarding in the school.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders and managers should ensure that:

- the processes to establish a cohesive approach for the identification and meeting of pupils' special educational needs at Key Stage 1 and 2, are strengthened, so that pupils' needs are met consistently well.

Section 1: Leadership and management, and governance

10. The school's proprietor ensures that those with leadership and management responsibilities possess the required level of skills and knowledge to fulfil their responsibilities effectively and consistently. The proprietor provides opportunities for leaders to continuously develop their knowledge and skills with other schools within the proprietorial body. This results in well-trained staff who provide consistently high-quality teaching for pupils who make good progress as a result.
11. Leaders promote a lifelong love of learning through a well-balanced education, underpinned by the core values of respect, integrity and community. These values pervade all aspects of school life, and pupils demonstrate these values in their everyday interactions with each other and their staff. Leaders prioritise pupils' wellbeing. Leaders ensure that pupils' voices are heard and acted upon, for example enabling pupils to develop a reverse advent calendar to support the local foodbank.
12. Leaders actively review the school's effectiveness and seek new opportunities to actively promote pupils' wellbeing. For example, they have actively sought to improve and extend the physical provision for the youngest children in the early years. This area has been transformed, providing high-quality opportunities for children to play and explore. Additionally, leaders have sought to increase the school's technological capabilities to enhance pupils' learning. Pupils are now very confident using a range of platforms when applying their learning.
13. Leaders have effective policies in place, and these are understood by staff and pupils. Policies are provided to parents via the school's website. There is a complaints procedure in place which is effectively implemented and maintained. Any complaints are handled effectively within appropriate timescales, as laid out in the policy. Staff provide regular information to parents on pupils' performance.
14. Leaders are mindful of the needs of pupils and actively ensure that they have access to a range of ways to express their views. Pupils' views are carefully considered and acted upon so that pupils feel confident that they will always be listened to.
15. The school fulfils its duties under schedule 10 of the Equality Act 2010. Leaders ensure that pupils are not discriminated against. An accessibility plan is in place so that adjustments may be made for any pupils with a disability.
16. Leaders have a strategic, comprehensive and inclusive approach to identifying and managing the risk of harm to pupils' wellbeing. Leaders maintain an effective risk management policy, supported by appropriate risk assessments which are regularly reviewed and monitored by the proprietors. Leaders adapt existing risk strategies to manage the risk to pupils' wellbeing from harmful behaviours and attitudes. Effective systems are in place for the management of risks associated with residential off-site visits which are monitored by leaders and proprietors.

The extent to which the school meets Standards relating to leadership and management, and governance

17. **All the relevant Standards are met.**

Section 2: Quality of education, training and recreation

18. Pupils benefit from a broad and well-planned curriculum which enables them to learn, make progress and achieve well. This includes for the youngest children in the early years, who benefit from a broad, imaginative curriculum. Children's speech and language is developed through opportunities to communicate in numerous ways, including expressing views about their feelings of pride when choosing which work they wish to display. Children have opportunities to play and explore outside and in a well-resourced classroom.
19. The curriculum is further enhanced by leaders' systematic review, to ensure that it consistently meets the needs of its pupils. For example, recent developments of the writing curriculum have brought significant improvements to pupils' ability to write across different genres. This has particularly improved boys' writing.
20. The curriculum provides the opportunity for pupils throughout the school to apply their well-developed technological skills across subjects. Pupils are empowered to make decisions about how they record their work; this has a positive impact on their self-confidence and self-esteem.
21. Teachers are knowledgeable and well trained. They plan lessons that use class time effectively, providing pupils with opportunities to apply their learning independently. Teachers demonstrate genuine excitement when they teach, inspiring pupils with the confidence to embrace new knowledge. They use engaging methods to bring complex concepts to life, so that pupils are self-motivated and apply effort to their work; for example, when pupils in Year 6 study Darwinism or in Year 5 Spanish role-play scenarios.
22. Teachers provide pupils with time to reflect on previous work and to improve it so they achieve their learning objectives. Pupils reflect thoughtfully about their work; they are clear on what they need to improve upon and how they can achieve this.
23. Leaders evaluate pupils' work and performance systematically. They analyse assessment information to uncover areas where pupils might need additional support or targeted interventions including through after school support programmes. Leaders use this information, combined with their knowledge of individual pupils, to support pupils to learn and progress well.
24. Pupils achieve well in their learning, including children in Reception, most of whom achieve a good level of development and are well-prepared to move into Year 1. As they get older, pupils progress and achieve well. Many pupils are successful at 11+ for selective entry to grammar schools. Many pupils gain scholarships in academics and in areas such as sport and drama, in their chosen secondary school. Pupils also achieve highly in speech, drama, and music exams, and achieve success in local and national competitions.
25. Systems to identify pupils who have special educational needs are in place. In Key Stages 1 and 2 a more cohesive approach to provision is being developed. This has recently been enhanced by the introduction of a provision map, so that pupils receive the support required to achieve their potential.
26. Pupils who have EAL are well supported in their learning with individual plans where needed so that their fluency in English develops.

27. Leaders provide a wide range of extracurricular activities for pupils of all ages, including beekeeping and the Children's University. A high proportion of pupils undertake an extra-curricular activity and are positive about their experiences. These opportunities enhance their learning and wellbeing.
28. Leaders create a stimulating environment, and pupils' work and achievements, both in and out of school, are displayed and celebrated.

The extent to which the school meets Standards relating to the quality of education, training and recreation

29. **All the relevant Standards are met.**

Section 3: Pupils' physical and mental health and emotional wellbeing

30. Leaders ensure that the implementation of the school's curriculum policy enables pupils to understand its core values of respect, integrity and community. The PSHE curriculum is well led by a team of committed leaders representing different phases of the school. This results in meaningful experiences for the pupils at an age-appropriate stage.
31. Opportunities to develop spiritual, moral understanding and knowledge are embedded across the curriculum. This curriculum includes opportunities for pupils to develop an understanding of how to look after their own emotional wellbeing, such as the school's teaching about 'worry buckets' as a tool to help them manage any worries or anxieties.
32. Leaders promote equality, diversity and inclusion in the curriculum and through wider activities such as the work of the pupil ambassadors. The school's holistic school award is indicative of its highly developed approach to teaching pupils about trust and respect for others, especially those with protected characteristics. Assemblies enhance the learning that pupils receive in the curriculum. For example, pupils in assembly engaged seriously and maturely in the debate as to whether all children had access to books and whether they thought this was fair.
33. The RSE curriculum is well communicated to parents. Pupils demonstrate mature attitudes towards the subject, expressing clearly why it is important. Pupils are vocal about understanding the different issues relating to gender and benefit from well-planned lessons. Books and good quality texts are often used to explore issues. Pupils' understanding is assessed as part of their PSHE work, which is graded and shared termly with parents.
34. There is a well-planned physical education (PE) curriculum that teachers deliver effectively. Pupils, including those in Reception, are enthusiastic about their physical education and their motivated PE staff and local professional coaches. The school is successful in supporting pupils to engage in wider PE team opportunities, such as local competitions. The schools also support pupils with their individual sporting triumphs, for example in fencing, gymnastics, football, rugby and tennis.
35. Leaders effectively promote good behaviour. The behaviour policy is understood by staff and pupils and is implemented fairly and consistently. Pupils are clear about sanctions and rewards. Pupils' behaviour is consistently positive. Pupils are consistently willing to listen respectfully to the opinions of others. Pupils' level of respect for everyone is visible and they are very proud of their community.
36. Children in Reception are well supported in their personal, social, and physical development. For example, children in Reception display special work on the wall of pride, which is celebrated by the whole class. This helps them develop self-esteem. Well-established daily routines help them learn important concepts such as hygiene, self-care, turn taking and listening. High-quality indoor and outdoor learning environments help children develop physical dexterity, gross and fine motor skills. They are well prepared for Year 1.
37. Pupils have many opportunities to take on positions of responsibility, including equality, diversity and inclusivity ambassadors and prefects. Pupils proudly explain the significance of their responsibility badges and carry out their duties with confidence. They are high-quality role models for other pupils.

38. There is an effective anti-bullying strategy in place which actively prevents and minimises bullying at school. Pupils are confident that bullying incidents are rare and dealt with appropriately. 'Time to Talk' sessions are available for pupils who find it difficult to express anxieties; these develop their emotional resilience and self-confidence.
39. The premises provide for pupils' needs and are well maintained. Leaders ensure that relevant health and safety laws, including the Regulatory Reform (Fire Safety) Order 2005, are complied with to ensure the welfare of pupils. Suitable records are maintained. The school's first aid accommodation is well maintained and easily accessible. Leaders have clear procedures in place for administering medicines, including for children in the early years. Pupils are appropriately supervised and staff carry out their duties responsibly.
40. Leaders manage a well-maintained system for recording attendance, admissions, and registers. Due attention is paid to children who may be missing from education.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 41. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

42. The school's human, social and economic curriculum reflects the school's aims and values. The curriculum is delivered through well-planned lessons which promote and encourage mutual respect and understanding. Pupils develop a keen awareness of the differences between people. As pupils get older, they talk maturely about their work on discrimination and the importance of having respect and tolerance for others in their school community and beyond.
43. Pupils understand and respect the law and learn about public institutions through, for example, accessing the Houses of Parliament Education Centre. They learn about the value of debate and the process of democracy as well as the importance of listening to others.
44. Leaders provide well-considered opportunities in the curriculum to support pupils' economic education. For example, pupils in Year 5 learn 'money matters', which incorporates budgeting, borrowing, saving and tax. Pupils in every class set up their own businesses on Enterprise Day. The school council decides how the funds raised are distributed.
45. In their relationships with one another, pupils are confident, including the youngest children. Children in Reception learn quickly to manage the routines of the school day, such as arrival routines for hanging up their coat and bag, washing their hands before snack, and taking home their reading books. They show initiative and independence throughout their school day.
46. The school's values are evident throughout the school: in displays, lessons, and in extra-curricular activities. Staff promote these positive messages throughout the school day. Teaching supports British values. Well-planned trips and visits enhance pupils' learning, such as trips to visit the police station and talk to the police about local issues. Pupils' respect for democracy and the rule of law is well developed. Pupils confidently and accurately distinguish right from wrong.
47. Pupils acquire an appreciation of their own and other cultures. They meet a wide range of visitors such as someone talking about their life with the Kukuyu tribe, and a Chinese visitor from a local faith centre. These well-planned events support pupils' learning about the lives of people in the wider world.
48. Pupils have opportunities to contribute to their local community, for example by litter picking. Pupils across the school undertake fundraising events for local charities such as a local refuge. A visit to a local food bank inspired pupils to create a 'reverse advent calendar' to provide additional food for Christmas for others in the local area. Pupils also take part in other local events, such as the Plymouth cardboard boat race where they work together, problem solve, collaborate, and adapt in teams.
49. Pupils understand and willingly volunteer to take on roles of responsibility and leadership. Leaders provide pupils with a range of these opportunities, including through the school council. In Reception, children talk confidently about the 'belonging charter' which helps them understand their role in the school community. Older pupils undertake wellbeing activities with the youngest children. Additionally older pupils enjoy roles such as eco warriors and tech trainers. In these roles, pupils act as role models for their peers and show initiative in developing the school community.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

50. All the relevant Standards are met.

Safeguarding

51. Leaders have a good understanding of statutory guidance. They ensure effective measures are in place to manage risk and protect pupils from harm. Safeguarding leaders are suitably trained and have additional effective support from a safeguarding director as part of the proprietorial team.
52. Safeguarding leaders review information routinely and ensure that any concerns are dealt with effectively and in a timely manner. Leaders have established links with other agencies, including the local authority, to promote and benefit the wellbeing of pupils as required in statutory guidance. There is a strategic approach to safeguarding and pupils' wellbeing.
53. Leaders, staff and pupils collectively create a positive safeguarding culture. They speak confidently about knowing who to talk to, should the need arise. Pupils feel safe.
54. Pupils know how to stay safe online. There is a comprehensive online safety element to the PSHE curriculum. A child exploitation and online protection (CEOP) trained safety ambassador teaches pupils about online safety. Parents' awareness of online safety, such as current apps or online trends, is raised through regular communications from the school to help prevent pupils from harm.
55. Leaders and staff use statutory guidance correctly to check on the appropriateness of the adults that they employ to work with pupils. Leaders undertake all appropriate pre-employment checks on adults. They record these on a well-maintained record of appointments. Regular audits of the record are carried out by the proprietor to ensure it is accurate and up to date. An annual safeguarding audit takes place to check the school's systems and processes.

The extent to which the school meets Standards relating to safeguarding

56. **All the relevant Standards are met.**

The quality of the early years foundation stage in the registered early years provision

Overall effectiveness: the quality and standards of the early years provision

57. The overall effectiveness of the early years provision is outstanding.
58. The curriculum is embedded consistently across the nursery. Staff share a secure understanding of the curriculum aims and what it means for their practice. Staff focus on finding out about each unique child from the outset to help them to fully understand their starting points and prior learning. When children begin attending, they excitedly share photographs of their experiences from home. They talk about what is important to them, their family and their experiences. Staff use this information effectively, alongside that provided by parents, to help them structure and enrich the curriculum for each unique child.
59. Leaders aim for children to develop secure communication and language skills and staff create a language-rich environment. For example, they ensure that children can choose freely from a wide range of books and young children become fascinated as staff read enthusiastically to them. Staff engage children in high-quality conversation and provide opportunities for them to share their thoughts and ideas. Children go on to demonstrate their love of books as they select their own book and replicate the story telling situation with their friends. They recall the plot and practise using new language and vocabulary that they have learned.
60. The manager deploys her team successfully to support children who have SEND. Staff have a robust understanding of children's individual needs and this informs their practice. For instance, they are swift to anticipate and respond to situations that children find challenging to support them to participate. They make changes to environment and include experiences that children will engage with, such as sensory play, to initiate learning and move on from this point. Staff similarly use structured times to deliver high-quality interventions for individual children. This helps children who have SEND to make rapid progress from their starting points.
61. Children are highly prepared and carefully supported in the transition process and are ready for the next stage of their education. Leaders ensure that transition from one room to another is flexible to meet each child's age and stage of development. For example, children benefit from a sequence of visits to the room they will transfer to, supported by their key person if needed. Staff have the freedom to decide with parents when children are emotionally ready for this move. Leaders ensure that there are times in the day where children mix with staff and children from other age ranges, which helps to develop their familiarity with new people. Staff complete a detailed handover of information to support transition, which helps to ensure that the new key person is familiar with individual children's needs before they transfer. This helps to ensure consistency for children when the time comes to move on.
62. Staff promote positive behaviour extremely effectively. They skilfully use opportunities that arise to weave in exploration of feelings and emotions. For instance, as they read stories, they vary their voices, talking to children about how characters might be feeling as the tone of their voice changes. Children learn about how body language and facial expressions can show emotion and staff encourage them to demonstrate how they may respond if they are shocked, angry or surprised. This

helps children to begin to understand how to recognise their own and other's feelings, behaviour and emotions.

63. There is a strong commitment to continuous improvement. Leaders, including room leaders and governors, have high aspirations and involve staff at all levels in improvement planning. For example, the whole team identify priorities and work towards these. Most recently, staff have strengthened opportunities for outdoor play in the immediate outside space. This has increased time for fresh air and exercise in particular for the youngest children and for those who do not have access to outdoors at home. Leaders encourage meaningful professional development to help develop staff subject knowledge. Training that staff attend is shared with the team to ensure all staff equally benefit from this learning. This has a positive impact on children.

Quality of education

64. The quality of education is outstanding.
65. The curriculum is ambitious and designed to give children, particularly the vulnerable, the knowledge and cultural capital they need to succeed in life. Leaders regularly monitor and evaluate the curriculum to ensure that children's experiences over time consistently build on their experiences at home and nursery. For example, staff now enhance visits to the library and offer families story sacks to take home. This extends opportunities for children to explore their favourite books and retell stories with props and puppets. This is helping to promote an early enjoyment of reading for children and their families.
66. Staff demonstrate that they have a robust understanding of how children learn at this age. They provide rich opportunities for children to develop skills in the prime areas and explore, discover and be curious. For instance, young babies concentrate as they roll balls to staff and receive them back again. This builds their hand-eye coordination, gross and fine motor skills, spatial awareness and grasp. Older toddlers enjoy making owl ice cream and 'Gruffalo crumble' using oats and shaving foam. Staff talk to them about what they are doing and help them explore the consistency of the mixtures they create, which simultaneously promotes their language development, storytelling and problem-solving skills.
67. Staff promote mathematical language seamlessly when interacting with children. This was evident at snack time, when babies recalled their understanding of quantity and indicated to staff that they wanted 'more'. During adult-led play, toddlers confidently used terms modelled to them by staff, such as 'half', 'bigger' and 'smaller', as they cut dough into shapes and compared them to others. Staff demonstrate how to weave counting into play and children go on to use their knowledge of number accurately in independent activities, such as when they count puzzle pieces, their friends and crockery for meals.
68. Staff regularly and precisely assess children's progress. They swiftly identify children who may be falling behind, and take action to support them. For instance, they provide targeted teaching to promote speech and language development, and provide guidance for parents. Children's achievements from home are shared and celebrated and staff use the information parents give them to inform progress reviews and planning. This helps to ensure a consistent approach to supporting children's development.

Behaviour and attitudes

69. Behaviour and attitudes are outstanding.
70. Children show great enjoyment in their learning. They are very curious and inquisitive and are keen to explore their surroundings. For instance, babies crawl to select items of interest, which they use imaginatively, reflecting their understanding of real life. Staff skilfully make connections with children's previous experiences, which motivates them to learn. Older children persevere using tools to dig in the garden and observe minibeasts in the soil that they have been learning about. Toddlers are determined and keep trying as staff demonstrate to them how to use tweezers to pick up and transport small items.
71. Staff organise the environment extremely well, so that it is inviting for children. Children can access resources freely and this promotes their positive attitudes. Young children explore objects and experiment with different textures. This helps to foster their innate curiosity. For instance, babies are fascinated as they feel the texture of sand and water in their hands. Toddlers paint with their feet and explore the sensation of slippery steps, helping them develop their balance and co-ordination.
72. Children confidently demonstrate their understanding of why behaviour rules are in place and they recognise the impact that their behaviour has on others. They have consistently high levels of respect for others. They increasingly demonstrate their confidence in social situations and are happy to talk to unfamiliar adults asking questions. For example, an older toddler freely shared his photographs of when he took 'King Bear' home for the weekend, talking about each photograph and what happened.

Personal development

73. Personal development is outstanding.
74. Leaders value and promote equality and diversity and they focus on preparing children for life in modern Britain. Age-appropriate activities are swiftly planned by staff to challenge stereotypical behaviours. For example, books that staff share are carefully chosen to reflect the similarities and differences in families of the children attending. Staff routinely promote equal opportunities and diversity. For instance, when learning about people's jobs, they empower children to recognise that anything is achievable.
75. Staff encourage children to take appropriate risks and challenges as they play. This helps to develop their character and confidence and enhances the curriculum, particularly for those children with less access to outdoors. Staff support toddlers to attempt adventurous tasks, such as balancing on beams and logs. They encourage babies to negotiate the outdoor area to explore, discover and appreciate the natural world. This helps children to be active, strengthen their mobility, test physical limits and explore with their senses.
76. Staff support children's personal needs highly effectively. They respond in a sensitive and caring manner to children as they become older and their needs change, such as when it is time to transition to toilet training. For example, staff prepare home learning bags containing information for parents and they share these when children begin to show signs they are ready to learn to use

the toilet. Staff also promote a consistent approach, communicating daily with parents, which helps children to successfully master this new skill.

77. Staff have a robust understanding of how to support children's confidence and independence. For instance, they give the time needed and guidance for children to learn to try things for themselves. All children, except the very youngest, feed themselves and older children know how to find their water bottles. Toddlers arrive at nursery, take off their shoes and put them on the shoe rack. This demonstrates high levels of independence in relation to their age.

Leadership and management

78. Leadership and management are outstanding.

79. Leaders at all levels are highly knowledgeable about nursery priorities. They provide strong direction and support, particularly for managers new to role. Leaders highly value their staff team and engage with them regularly, such as through staff and room meetings. This helps staff to feel valued and able to share their ideas.

80. Staff report high levels of wellbeing. Leaders recognise their achievements and these are celebrated, such as through room awards. Leaders ensure that staff have a good work-life balance. For instance, they have time to complete their duties during the working day and have a suitable space for rest and relaxation at breaktimes. Staff have regular supervision meetings during which they can talk about any issues. Many have also completed training, such as about mental health, which is helping to raise awareness of staff welfare and action that can be taken to support staff where needed.

81. Staff are well qualified. Leaders monitor their performance precisely and regularly through observation, appraisals and supervisions. Leaders use the information that they gather at these times to plan a highly effective programme of professional development to help build staff knowledge.

82. The nursery team have maintained strong links with parents and they engage effectively with them. Responses to the parent survey and discussions reveal that they have an extremely positive view of the nursery. Parents reported that they feel very well informed about the progress their child is making. Since the last inspection, the use of the online journal has been greatly enhanced to improve communication with parents. Parents similarly value the conversations they have with staff at the end of the day when they are informed about their child's achievements.

Safeguarding

83. Safeguarding is effective.

84. Leaders have robust procedures in place to help ensure that the environment is safe and suitable for children. Staff fully understand their responsibilities and assess and manage risks effectively, such as in relation to outdoor spaces and equipment used for activities.

85. Staff safeguarding knowledge is secure. Staff complete regular training and their knowledge is tested regularly through questioning at staff meetings. They are familiar with signs and symptoms of abuse and understand procedures for reporting any potential concern about children's welfare or staff practice.

The extent to which the school meets the requirements of the early years foundation stage

86. The school's registered provision for childcare meets the requirements of the Childcare Act 2006.

School details

School	King's School and Nursery
Department for Education number	879/6002
Registered early years number	EY371506
Address	King's School and Nursery Hartley Road Mannamead Plymouth Devon PL3 5LW
Phone number	01752 771789
Email address	school.secretary@kingsschool-plymouth.co.uk
Website	www.kingsschool-plymouth.co.uk
Proprietor	Cognita Schools Ltd
Headteacher	Mrs Clare Page
Age range	0 to 11 years
Number of pupils	300
Number of children in the early years registered setting	65
Date of previous inspection	24 to 26 September 2019

Information about the school

87. King's School and Nursery is a non-selective, independent co-educational day school in Plymouth, Devon for pupils aged between 8 months and 11 years. Originally founded in 1989 by Mrs Mary Smyth, it moved to its present site in 1991 and opened its nursery in 1993. It is owned and administered by Cognita Schools Ltd. The current headteacher has been in post since September 2019.
88. The school includes an Ofsted registered Early Years Foundation Stage (EYFS) Nursery for children under 3 years with 65 children registered here. There are four classes for 0 to 3-year-olds, plus a pre-school class for 3 to 4-year-olds.
89. The school has identified 28 pupils as having special educational needs and/or disabilities (SEND). A very small proportion of pupils in the school has an education, health and care (EHC) plan.
90. English is an additional language for 20 pupils.
91. King's School and Nursery aims are to foster a love of learning within and beyond the classroom. They seek to help children develop a responsible and independent attitude towards their work and promote their wellbeing. Each child is a valued individual. The school endeavours to foster a spirit of cooperation and mutual respect in all their children, while encouraging individuals to fulfil their potential and feel that their unique contribution is valued. Pupils are encouraged to reach full potential through an exciting programme combining trusted traditional education concepts and digital technology. The school promotes a Christian ethos which informs their philosophy and can be seen throughout the daily life of the school. Emotional, spiritual and behavioural stability is encouraged and the school encourages children, whilst being individuals, to respect themselves as well as the rights, views and property of others.

Inspection details

Inspection dates

5 to 7 March 2024

92. A team of four inspectors visited the school for two and a half days.

93. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the proprietor and safeguarding lead for Cognita Schools Ltd
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

94. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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