



Report on IQM Inclusive School Award



School Name: King's House School

School Address: 68 Kings Road
Richmond
Surrey
TW10 6EG

Head/Principal Mr Mark Turner

IQM Lead Rebecca Lane

Assessment Date 30th/ 31 October 2023

Assessor Ms Julia Ridley

Sources of Evidence:

- Informal conversations with a wide range of people when at the school.
- Tour of the school and lesson drop-ins
- Lunch time clubs (STEM)
- A PSHE lesson
- A Nursery lesson

Meetings Held with:

- Group of Pupils
- Group of Parents
- Group of Teachers
- Head of Learning Development (SENCO)
- Head teacher
- Head of Pastoral
- Head of Nursery
- Head of Junior
- Deputy Head of Senior
- Bursar
- Support staff
- Governor



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Overall Evaluation

Pupils and parents are overwhelmingly positive about the school. Parents mentioned that communication between the school and home is outstanding, with constant open dialogue. All members of staff work tirelessly on behalf of the pupils. One parent said that the Headteacher fights for every child.

Pupils all love school, with one parent telling me that her son punched the air when he heard that half term was over because he missed his maths lessons.

Parents whose children are new to the country spoke about how the school helped the children settle in quickly, with one parent mentioning the fantastic support for her son from his classmates as he arrived from abroad. Parents also mentioned the Head's PA and Senior Department's Secretary who is always very supportive and helpful to all parents, always being welcoming.

The school operates on three separate sites, the Nursery, the Junior and the Senior departments. I was fortunate enough to spend time in all of the three settings. I had the opportunity to drop into a wide range of lessons from all age groups. Pupils were engaged and focused in all of them. It was interesting to listen to teachers in the Senior department offering stretch and challenge in their questioning, asking for more clarification, as well as asking the pupil to justify their answers.

Links to prior learning were also evident. In a year 4 maths lesson, the pupils were getting accustomed to having a study buddy partner and working collaboratively before giving a response to the rest of the class. This is a good way to build up confidence and for pupils who find the question easy, a chance to explain how they got to the specific answer, making it an additional learning point. In another year 8 maths lesson, the teacher used a misconception as a learning point that helped several boys.

A year 6 PSHE lesson focused on the question of what makes us stressed. Pupils were very articulate and able to empathise with each other's shared stresses! They were becoming more aware of what emotions the stresses caused as well as starting to look at things that can help mitigate the effects of the stress. A thought-provoking lesson for the boys.

The drama teacher was very empathetic and supportive of pupils rehearsing sections from Charlie and the Chocolate Factory in preparation for their year group's production. Each child takes part in drama productions for parents on a regular basis. The school use class dojos as a reward system as well as pastoral tokens which are given out to pupils who show the school's values such as kindness, teamwork and resilience. All pastoral tokens are put in a glass bowl in the school entrance and one lucky winner gets an Amazon voucher.

The school is keen to refine their offer when required, making them very responsive to need. A good example of this was when the school became aware of several boys being colour-blind. The SENCO organised whole school training for everyone so that they could adapt their lessons. The PE department are now using black and white cones in



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their games sessions rather than the traditional orange and green as a reasonable adjustment.

Three Emotional Literacy Support Assistants (ELSAs) have been appointed which has added more capacity to the school's response for pupils who need some additional support in this area. They complement the work of the school counsellor who supports the pupils and staff at the school one day a week.

Pupils spoke to me about the increasing levels of responsibility they are given as they move up the school. All of the year 8 boys have a specific role such as Head Boy, sports captain, charity monitor, or young enterprise leader to name but a few.

The school has a school council as well as a food council who focus on improving school lunches.

The Head boy explained how year 8 boys lead fortnightly school tours for prospective parents, a valuable life skill for their next school. Year 7 pupils also lead some tours. They spoke about the school House meetings and the inter-house sports, art and music competitions that regularly take place.

Examples of a strong pupil voice are ubiquitous throughout the school. I enjoyed going to see a STEM lunch club which was run by a year 8 boy for an enthusiastic group of year 4 boys who were making models of cars.

Supported by the adult charity coordinator, they invite charity reps into the school to speak to everyone and then they vote on which charities to support. In addition, they voted on a name change for the Houses' system which needed updating, even in nursery there was a vote on which book they wanted their teacher to read to them next!

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Julia Ridley

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd



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Element 1 - The Inclusion Values of the School

The school meets the needs of all the pupils at the school, whatever their need or barrier to learning may be. The school is highly inclusive to the boys who attend the main school as well as the boys and girls in the co-ed Nursery.

Pupils thrive at the school due to the individualised and differentiated support that they are given. They are encouraged to develop their strengths and talents as much as possible. There is so much on offer that all pupils flourish.

The school stress that they are a mixed-ability school, there are no entrance exams to enrol at this independent day prep school. The school adjusted their Admissions policy to ensure that all parents are clear that the school is inclusive for all pupils. The school plan to become a co-ed school from September 2024.

Several children are in receipt of an Education, Health, Care plan (EHCP) or are receiving SEN support: all are having their needs met successfully. The school has been able to employ the appropriate staff needed and be flexible in meeting needs. A parent of a child with SEN spoke very positively about the Head of Learning Development.

All pupils have equal access to all that the school offers such as the curriculum, school visits, music lessons and sporting events. All pupils have a turn to represent the school in sporting fixtures.

Teachers say the SENCO is very proactive, she makes sure that all staff are fully prepared in September with detailed information about children's needs and the support that has been put in place.

New members of staff are made to feel welcome when they join the school. The new academic year opens with an INSET day which all teaching and non-teaching staff attend. One of the Governors spoke to me about attending and how useful she found it to be. Everyone attends the safeguarding sessions and is kept abreast of the plans for the year ahead.

There is a family feel to the staff group: all staff enjoyed a team- building, activity day before the start of term. There is a staff Christmas party and end of term events. All staff have access to coaching sessions as well as equal access to further qualifications or external training sessions.

Next Steps:

The school will become more inclusive in September 2024 with girls enrolling for the first time in the Junior school. The school needs to look at the current offer and assess what adaptations may need to be made in order to be ready for the new input.



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Element 2 - Leadership and Management and Accountability

The Senior Leadership team ensure that the inclusion agenda features in all their decisions and forward planning. The Head of Learning Development (SENCO) has been at the school for three years and is a highly valued member of staff. She is supported wholeheartedly in her work by the Headteacher and the Senior Leadership team.

Inclusion is seen as everyone's responsibility not just the Learning Development team. The head of Learning Development has presented her work on Inclusion and SEND to the Governing Body who are very supportive of Inclusion.

Staff value the opportunities to further develop their careers. Peer assessments help them to share good practice throughout the school and conversations about learning are encouraged by the Leadership and Management teams. Staff feel that the leadership team are supportive. Teaching and learning are closely monitored through lesson observations and work scrutiny. All are held accountable for their work.

Communication is good between the Senior Leadership team and other members of staff. Weekly briefings ensure that everyone is kept informed of developments and having the meetings online has meant that the meetings are more accessible. One example of strong links is the joint coordination that takes place between the SENCO and the Head of Pastoral. For example, when they launched the Zones of Regulation initiative.

Pupils are encouraged to become leaders and given responsibility roles that grow as they move up the school. By the time of year 8, all pupils have a specific role that interests them and that they develop in preparation for leaving school.

Transition in and out of the school is a strength of the school that was mentioned by all of the parents who feel very supported, especially when thinking of which school to enrol their child into for year 9 onwards.

The school has a strong Governing Body. They benefit from presentations from teachers on particular curriculum areas. The sub-committees give the Governors a good understanding of the school. Governors are visible in the school, a staff engagement session where Governors and teachers met for an hour to discuss successes and challenges ahead was very much appreciated by teaching staff. They asked school staff to complete a Sense of Belonging survey.

The school have formed an Equality, Diversity and Inclusion group who meet twice a year and feed back to other committees.

Next Steps:

Continue to develop the expertise and breadth of the staff in response to the needs of the children.

Consolidate the staff engagement sessions with Governors, making them a regular event.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The school have provided all pupils with a curriculum that is relevant to their personal needs. As the children get older, there is a strong emphasis on preparing them for the next stage of their education, by giving them the skills to do well in the 11+ and/or entrance exams for their chosen pathway.

The Curriculum is very broad and balanced in each of the three settings.

The Nursery have a rising 3-year-olds and rising 4-year-old cohort who are housed on two floors- the Caterpillars and the Butterflies. The Nursery follows the EYFS curriculum which is enhanced using specialist teachers for PE, Music, and Drama. The pupils' interests and needs are seen as the starting point for this personalised curriculum which means that pupil engagement is high.

The PE teacher incorporates some of the physio exercises for one child into his whole class teaching which has been very successful. The curriculum also includes specialist input from NHS specialists such as speech and language therapists.

The Junior department follows an enhanced National Curriculum which is complemented by teaching by specialist teachers in French, Spanish and Italian, Sport, Music and Computing.

The Senior department offers 15 subjects, as well as the National Curriculum the school follow the Common Entrance syllabus from years 6 to year 8. From year 5 the pupils have specialist teachers for all subjects.

The curriculum is responsive to particular needs and is adapted as appropriate.

The pupils are fortunate in having access to a wide range of local, national and international curriculum trips. They mentioned Hampton Court palace trip, The Barnes Wetland trip, The PGL residentials that take place every year as well as a trip to Belgium and a football tour to Spain.

Next Steps:

Staff meetings will be used to consider if the curriculum is fully inclusive for girls and adapt accordingly.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

Teaching and Learning observations have shown that most lessons are good or better. The school has skilled teachers, with all teachers being good role models to the pupils. Pupils benefit from small numbers in their classes and an enhanced adult/pupil ratio which means that the teachers and support staff can pitch their teaching at exactly the right level for each pupil.

Pupils have excellent relationships with their teachers with many of them mentioning how supportive and helpful the teachers are to them. Senior boys are able to access optional before school clinics for English, Maths and Non-verbal in preparation for the 11+ and other entrance exams.

A child who is new to English was having a 1:1 session with an experienced HLTA, she was modelling, then scaffolding for the child as he was gaining confidence in using connectives.

The school is situated over three sites with all classrooms being light and airy. The Nursery in particular is very spacious with additional break-out rooms. The three sites all have their own play areas on-site.

The school is very well-resourced, with all children having access to a wide range of purpose-built resources such as the 35-acre sports grounds that have astro turf pitches and tennis courts.

The Friends of King's House organise fundraising events to ensure that the pupils have the most up to date resources possible. A good example was the climbing frame and specialist spongey flooring that they have recently provided for the Nursery.

The library is a popular place for the boys to meet and read at lunchtime. It is a calm and purposeful environment where timetabled lessons take place. The librarian works hard to instil a love of reading in all the children.

The "All about Me" folders that I saw in a Reception class have sections on likes and dislikes, what good at, languages spoken and family celebrations. This is a useful guide for staff when they are planning sessions.

Next Steps:

The plans for the development of the Senior Department will create a fully accessible learning environment in all the new buildings, by providing for wheelchair access and lifts.

Staff training - SEN Team embedding QFT, improving training on awareness of all aspects of inclusion.



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Element 5 - Assessment

The school have a clear and accurate understanding of the starting point for all the pupils. Informal assessments take place before a child starts at King's House, by nursery staff visiting feeder nurseries as well as seeing the children who attend the Ducklings group for pupils who are 18 months to two and a half years old.

The school uses various standardised tracking tools and these show that the average performance is above the national average, and that this increases as they go through the school.

Two-year-olds have their progress checks six weeks after starting at the school which means that the highly skilled staff in the Nursery have had the opportunity to do many informal observations to help them build up a picture of everyone's learning journey so far. Interventions or additional support is put in place at this point if needed.

Pupils are taught the skills of self-assessment at a young age, so they become confident in being able to measure their own progress and know what the next steps are for them in order to improve. Pupils are familiar with peer assessment and analysing each other's work to help support each other to improve.

Assessment data is tracked for all pupils. The Learning Development Department looks at the assessment data of pupils with EHCP plans or SEN support to make sure that the additional support is having an impact.

There are evaluations in the senior department after each set of exams, which highlight individual pupil needs and areas of the curriculum that might need revisiting.

Next Steps:

The school want to measure the effectiveness of the new pastoral assessment tool that is currently being trailed in year 7 to see whether it could be used across the whole school.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Excellent behaviour and good attitudes to learning were evident throughout the school. On the days of the visit. Pupils are articulate and very welcoming to visitors. They talked about how much they enjoy all their subjects and that teachers know how to make lessons interesting by adding quizzes, debates, and stories to the sessions.

Although the Senior building has many stairs and narrow corridors, the pupils are considerate of each other as they move from classroom to classroom and behaviour around the school is exemplary. There was a purposeful atmosphere in all the classrooms that I visited with many pupils in the Secondary school, saying what they like best about the school is their teachers.

Boys said that the school feels very safe. They know who to talk to if they have any worries. They spoke about the Don't bottle it up initiative and the fact that worry boxes are around the school.

Personal development and pastoral care is a high priority for the school. Staff want to know how the pupils are feeling and they have differentiated, age- relevant resources to find out.

In the Nursery, the staff use feeling jars and mood bears which are a nice, visual way for pupils to start to learn about and identify their emotions. All senior pupils are in receipt of a Wellbeing plan, it lists achievements both in and outside of school, any concerns the child may have as well as a target section. The current year 7s are trialling a more tailored questionnaire as a pilot.

The Nursery and Reception classes come together for Wellbeing Wednesdays to discuss topics linked to mental health.

The school have appointed a school counsellor who has sessions available for pupils and members of staff. She offers 1:1 sessions, drop-in sessions and occasionally leads assemblies to talk about Mental Health. Sessions are confidential and she doesn't collect boys from their classrooms, rather the teacher will remind the child discreetly if they have forgotten.

The pastoral system includes four houses- Sycamore, Fir, Oak, and Willow.

Weekly assemblies link to specific topics from the Equality, Diversity and Inclusion calendar. Pupils are encouraged to lead assemblies, some pupils who celebrate Eid recently lead an Eid assembly. Other children have used the platform to promote one of their favourite charities. Pupils enjoy their achievement assemblies, they respond well to house points and pastoral tokens.

Next Steps:

With the move to being co-ed, the school will update their pastoral offer and consider the safeguarding needs of girls to make sure that they both remain inclusive.



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Element 7 - Parents, Carers and Guardians

The school is viewed very highly by parents. They gave many examples to illustrate the inclusivity of the school. A parent spoke about reasonable adjustments that had been made by the SENCO for her son without her even mentioning it to her. She said she is always very proactive.

Parents and additional family members are invited to all productions and shows. There are zoom links for people who are unable to attend music assemblies.

Photos around the school include all of the children.

Parents from the school spoke about how much they value the induction both in to and out of the school. A child who has English as his third language has settled in well with his father very pleased with the induction process. Parents have access to induction talks and visits to the school.

Preparation for the child's next setting post year 8 is very thorough. The school organise open evenings where registrars from other schools come to talk about their provision. The Headteacher has a deep understanding of how to support parents to match the boys to schools.

King's House school is a Tooled-Up school which is a website accessible to parents and staff. It is a research based online resource which is updated regularly. It contains podcasts for parents as well as articles on topics such as how to talk about race, social media issues and keeping oneself safe.

The school share their curriculum and all policies with parents through their comprehensive website. A parent with a child at the Nursery spoke about the social event for parents which is held on an evening in a relaxed setting where the staff and parents are able to share information.

There is a thriving Friends of King's House association which helps bring parents together through fundraising and social events as well as having a Parents' choir which is very well attended.

Next Steps:

Making sure that all parents are aware of the support that they can get from the school and how they can access it.



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Element 8 - Links with Local, Wider and Global Community

The school holds Christmas and summer fairs that are open to local neighbours as well as pupils, friends, and families. These are always very well attended. The school has strong links with local churches. Services attended by the children are held there termly. The recent Harvest Festival was very well supported with food donations. Members of the clergy support with the RS curriculum.

The Nursery offers a free session one afternoon a week for children from the local community who are 18 months to 2 ½ years old, called the Ducklings. The Nursery also planted up flower beds for residents who live next to the Nursery.

The school works hard to instil in pupils that they are fortunate to have the resources that they enjoy, and they endeavour to give back to the local, wider and global community. The school has a public benefit and outreach programme which covers a wide range of initiatives.

The extensive sports facilities are open to the wider community from the Borough of Hounslow. This is either at a reduced cost or free. They host a wide range of events for local state primary schools who may not have access to their own sporting facilities. Football tournaments between state primary schools take place regularly.

They host maths master classes for local state primary sessions- these take place 5 times a year. They also link with the neighbouring girls' school to run joint sessions. A recent event was a joint internet safety training session held at the school.

The school appoints two charity monitors, one each from the Junior and Senior departments on an annual basis. They lead presentations in assemblies about their favourite charity and explain why they are raising funds for it. These are always very well-supported. The school sponsor a guide dog.

The school previously helped build a school in Rwanda. Most teachers from the school have worked there during the summer holidays to share their good practice.

The school fund an apprentice sport assistant and a counsellor in a state primary school in Feltham. This is part of the Harlequins apprenticeship programme.

Next Steps:

The school want to enhance their work with the school in Feltham by investigating ways to strengthen the links with advice from the Feltham school.