

Inspection of a school judged good for overall effectiveness before September 2024: King's Court First School

Ashbrook Road, Old Windsor, Windsor, Berkshire SL4 2NE

Inspection date:

13 May 2025

Outcome

King's Court First School has taken effective action to maintain the standards identified at the previous inspection.

What is it like to attend this school?

King's Court First is a safe and happy school. Pupils have a strong sense of belonging. As a result, they work hard and do their best. Pupils embody the school's vision of 'caring, sharing and learning together'. The behaviour around the school is of a high standard with pupils proudly recognising the importance of being kind.

The school is ambitious for its pupils to achieve well. Children get off to a great start in the early years and this helps them make friends quickly. Across the school, the lessons are calm, and pupils concentrate on their work without getting distracted. They listen carefully, follow instructions and try their best. Pupils with special educational needs and/or disabilities (SEND) are supported effectively. Overall, pupils achieve well and are prepared for the next stage of the education.

Pupils' personal development is carefully planned into the curriculum. The school's nurturing approach provides many opportunities for pupils to grow and have positive experiences such as the visit to Windsor Castle. The school provides a range of opportunities for pupil leadership roles such as mental health champions and as school council representatives. These help pupils to grow confidence and develop personal responsibility.

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

The school has developed an ambitious curriculum that provides pupils with a rich diet of learning across all subjects. Pupils learn the knowledge and skills they need to deepen their understanding. In making changes to the curriculum, the school has carefully considered staff workload and well-being.

The school maintains a strong focus on developing early reading and writing skills. Pupils access a range of diverse texts across the curriculum that fosters a love of reading. Staff deliver the reading curriculum effectively. Pupils enjoy learning new sounds, carefully practising and integrating them into their writing. As they progress, they gain confidence in using essential grammar and punctuation. However, inconsistencies in the teaching of letter formation mean that some pupils do not achieve fluency in their writing. For these pupils, this detracts from the quality of their written work.

Across the curriculum, teaching provides opportunities for pupils to recap and build on their previous learning. This helps pupils recall their recent learning and apply their knowledge to develop their understanding. For example, in art pupils learn key sculpting skills before they apply these to creating their final pieces. In mathematics, teachers help pupils learn accurate facts and methods effectively. From the early years onwards, pupils learn to apply early number as well as shape and space facts securely. As they progress through the curriculum, most pupils can apply knowledge and use methods to solve different types of mathematical problems.

The school ensures that teachers receive the training and support necessary to deliver the curriculum with expertise. Typically, staff introduce new concepts clearly and use a variety of strategies to check pupils' understanding effectively. Teachers identify swiftly emerging needs in pupils with SEND. They provide timely and appropriate guidance so pupils receive the necessary support in class. Where appropriate, some pupils also benefit from targeted interventions to help them achieve their individual targets.

The school places much importance on promoting pupils' personal development. It is a significant strength. The school's structured approach ensures pupils gain a broad range of enriching experiences. Pupils visit places of interest to deepen their learning. For example, they explore the Magna Carta when studying rights and responsibilities. This helps pupils gain an insight into the early formation of the rule of law. As a result, by Year 4, most pupils develop a mature understanding of fundamental British values and recognise the harmful impact of discrimination.

The school fosters pupils' understanding of the value of both physical and mental well-being. Staff emphasise to pupils the importance of recognising and addressing negative emotions. This equips pupils with essential coping strategies. They learn how to be a good friend and positive, active members of their school. As a result, pupils collaborate effectively and reinforce the school's strong sense of community. Participation in sporting events and swimming further builds their confidence and resilience.

The school takes effective action to ensure that pupils attend regularly. Families are offered support and help to overcome any barriers that prevent pupils attending school each day. Pupils' attendance has improved.

Those with responsibility for governance carry out their statutory duties effectively. They check on the quality of the school's work carefully and have a clear understanding of what is working well and what needs to improve further.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Staff checks on pupils' transcription skills are inconsistent. This means some pupils have errors in letter formation that are unaddressed. The school should ensure staff's checks on pupils' writing are effective, so that pupils are supported to consistently develop their early writing skills.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in March 2020.

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.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	109827
Local authority	Windsor and Maidenhead
Inspection number	10379712
Type of school	First
School category	Community
Age range of pupils	4 to 9
Gender of pupils	Mixed
Number of pupils on the school roll	136
Appropriate authority	The governing body
Chair of governing body	Neil Dodds
Headteacher	Susan Pye-Beraet
Website	www.kingscourtfirst.co.uk
Dates of previous inspection	3 and 4 March 2020, under section 5 of the Education Act 2005

Information about this school

- There is before- and after-school care managed by an external provider.
- The school does not currently use any alternative provision.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders. They also met with members of the governing body and a representative of the local authority.
- Inspectors visited a sample of lessons, spoke with pupils about their learning and looked at samples of pupils' work.

- Inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- Inspectors reviewed the responses to Ofsted's online survey, Ofsted Parent View. They also took account of staff responses to Ofsted's online questionnaire.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Laura James, lead inspector

His Majesty's Inspector

Gary Regan

Ofsted Inspector

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