

Ofsted's accreditation visit to King's InterHigh

On 10 and 11 December 2025, Ofsted visited King's InterHigh as part of the [Online Education Accreditation Scheme](#). Through this scheme, providers of full-time online education to school-age children in England can apply to the Department for Education (DfE) for accreditation.

Ofsted visits providers to find out whether they meet the minimum standards for online education set by the DfE (the standards). This report sets out what we found during our visit on 10 and 11 December 2025. You can find out whether this provider is accredited by the DfE at [Get Information about Schools](#).

Key findings

- King's InterHigh **meets all the minimum standards** for online education.
- Leaders work tirelessly to realise their ambition of combining the finest elements of a traditional, physical school with those of an online setting. As a result, pupils receive high-quality teaching, underpinned by an innovative use of resources, as well as opportunities to socialise with their peers through day trips, subject-specific residentials and physical meetups.
- Despite the setting's considerable size, staff know their pupils extremely well. Whether through the 'question and answer' function in lessons, or sessions with reflect tutors, staff take time to ensure that pupils feel safe, secure and have someone with whom they can share any concerns. Pupils and their parents appreciate this level of care and support. Many pupils attend King's InterHigh because they have found mainstream education difficult, but they now describe a renewed confidence. This enables them to access learning and make secure progress – both academically and pastorally.
- Leaders have established a broad curriculum offer, which is available for pupils from the primary phase through to the sixth form. There is a wide range of subjects available for pupils to study for both GCSEs and A levels. Teachers have a secure understanding of the subjects they teach, and learning is underpinned by comprehensive schemes of work. Leaders recognise, however, that plans for the physical aspects of the curriculum, for example physical education (PE), are not yet as well defined as those for other subjects, especially at key stages 3 and 4.

- Staff have put in place a structured and impartial careers programme that supports pupils in their next steps of education, training and employment. Pupils benefit from the setting's close relationships with universities and employers. They expand their knowledge and understanding of future education or employment pathways through virtual and real-life work experiences, as well as through a wide range of co-curricular opportunities, such as interview and career-focused after-school clubs.
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Who is this online provider?

- King's InterHigh is part of the Inspired Education Group. This operates two other online settings, as well as 125 physical schools across 30 countries. Leaders at King's InterHigh draw on a wealth of expertise and knowledge to support them in their ambition to provide high-quality inclusive education and ensure that pupils are protected by robust safeguarding and welfare procedures.
- King's InterHigh caters for pupils between the ages of 7 and 18 years of age, with about half of the full-time pupils residing in England having a diagnosed special educational need and/or disability (SEND). The majority of pupils are registered as being electively home educated and are placed at the setting by their parents. A smaller number are placed by a local authority.
- Pupils attend King's InterHigh for a variety of reasons. For example, some pupils are following elite-level sports programmes or participating in paid acting work. Some pupils want to be able to access an English curriculum while residing in other countries, while other pupils have found it difficult to attend a physical school due to their social, emotional and mental health needs. Pupils and their families appreciate the flexibility that attending King's InterHigh affords them.
- King's InterHigh offers a broad curriculum to the pupils attending. It is organised into four phases: Primary School (Years 3 to 6), Middle School (Years 7 to 9), Senior School (Years 10 and 11) and Sixth Form (Years 12 and 13). Older pupils have the opportunity to study for external examinations, for example pupils in Year 11 can take iGCSEs, and those in Year 13 can take A levels. These can be taken either online or at a registered examination centre. Additionally, students in the sixth form can also study for the International Baccalaureate Diploma Programme.
- All aspects of King's InterHigh's provision are driven by its values: potential, curiosity, respect, kindness, individuality and flexibility. These underpin the setting's academic, pastoral and co-curricular offers. Outside of lessons, leaders have developed a strong community ethos and a sense of belonging. Pupils attend regular assemblies and are given opportunities to participate in a wide range of activities, including house competitions and after-school clubs. Pupils can also take on leadership roles, including as school councillors, subject ambassadors and transition mentors.

- Should they wish, pupils at King's InterHigh are able to meet up with their peers through regular trips and activities. These are planned to support social development, such as trips to London Zoo and regular bowling meetups, as well as to supplement the academic curriculum, for example trips to art galleries, West-End theatres and a residential geography field trip to Pembrokeshire.
- Currently, 3,367 school-age pupils study with King's InterHigh full time. Of these, 1,539 live in England, 113 have an [education, health and care \(EHC\) plan](#), and 3 are looked after by a local authority. Another 2,692 school-age pupils study with King's InterHigh part time.

How are pupils taught at King's InterHigh?

- All classes and activities at King's InterHigh are undertaken live. Lessons are also recorded so pupils can access 'library lessons' to consolidate their learning or catch up on lessons they may have missed. Staff are visible during lessons, as their cameras are always on, and the majority of pupils also join lessons on camera. However, King's InterHigh offers graduated contribution levels. These remove the expectation for pupils to attend lessons on camera while they overcome any anxieties they may face regarding being visible or speaking aloud in class. This enables pupils to develop their self-confidence and establish positive relationships with both adults and their learning.
- A key strength of King's InterHigh is the way in which staff hold high expectations for pupils while also meeting their individual needs and interests. Teaching takes account of pupils' abilities and aptitudes, and promotes self-motivation, independence and confidence. Staff teach pupils in small-group classes, while the setting's online platform allows for individual 1 to 1 teaching, as well as additional mentoring, where necessary.
- Teachers frequently check pupils' knowledge and understanding through their skilful use of questioning and other assessment strategies. Working alongside leaders, staff use the information gathered to routinely evaluate the impact of the curriculum. Where necessary, they adapt their teaching to take account of pupils' prior learning, interests and skills. As a result, pupils, irrespective of their needs, receive a highly inclusive curriculum that enhances their learning and builds the confidence and independence they require to succeed.
- King's InterHigh complements its full-time curriculum offer by providing opportunities for pupils to participate in trips and academic-focused activities in both the physical and online worlds. For example, pupils studying drama attend theatre productions, and, during the accreditation visit, pupils studying German were practising their language skills and enhancing their cultural knowledge through a virtual reality trip to a German Christmas market.
- Leaders at King's InterHigh have put social, moral, spiritual and cultural education at the centre of its curriculum provision. Pupils learn about a wide range of other cultures and beliefs through a well-planned, sequential curriculum. Additionally, pupils are immersed in a global learning community, in which a

cohesive ethos helps further promote an understanding of different cultures. King's InterHigh actively promotes British values for all its pupils, regardless of where in the world they attend. Pupils routinely participate in democratic activities and learn about the importance of showing tolerance and respect for each other. The school council contributes to life in the setting, including in the design of the school hoodie and in the appointment of senior staff.

What are King's InterHigh's arrangements like for keeping children safe?

- **Ofsted's visits to online providers can give only a limited level of assurance on the effectiveness of safeguarding, compared to our inspections of schools and other providers of face-to-face education and training.** However, we found that the arrangements for keeping children safe at King's InterHigh are appropriate.
- At King's InterHigh, leaders and staff work resolutely and proactively to ensure that all its pupils remain safe, secure and well cared for. Under the skilled leadership of the designated safeguarding lead, leaders and staff receive regular, bespoke training. As a result, they have a secure understanding of the setting's procedures, as well as the key part they play in keeping children safe.
- Leaders have put in place a robust suite of policies. These take account of the setting's context as an international online education provider and reflect the latest guidance issued by the Secretary of State. Staff talk confidently about the setting's referral and reporting systems. They know the importance of remaining vigilant, especially for pupils who may not be using their cameras, as well as what they would do should they have a concern about a pupil's wellbeing.
- Leaders and staff at King's InterHigh are supported by an extensive and experienced global safeguarding team. This provides local knowledge of procedures from around the world and helps ensure that all pupils attending King's InterHigh, regardless of where they study, are safeguarded to the same high standard.
- Recruitment processes at King's InterHigh are extremely thorough and well designed. Leaders keep meticulous records to ensure that all staff working at the setting are suitable to work with children and hold personal values that align with the setting's aims. On appointment, all staff receive appropriate training to assist them in fulfilling their role. King's InterHigh does not use supply staff.
- King's InterHigh makes effective use of its monitoring and filtering systems to ensure that all members of the setting's community can work securely and safely. Leaders are supported by a skilled technical team, which keeps the setting's learning platform and e-safety practices under constant evaluation. Pupils use their own devices to access the learning platform. Leaders are aware of the potential risks this poses and have taken effective steps to mitigate these.

What do pupils and parents and carers think about King's InterHigh?

- Pupils enjoy attending King's InterHigh and talk positively about their experiences. They feel happy, safe and well cared for, but they would also know who to talk to should they have any concerns or worries. Many of the pupils who spoke to inspectors or who completed the online survey described how staff had rebuilt their confidence and helped them to re-engage with learning. One pupil stated that attending King's InterHigh had made them 'smile again'.
- Pupils appreciate the opportunities they are given to take responsibility and prepare for future leadership roles. These include being school councillors, reflect representatives, subject ambassadors, transition mentors, 'buddies' and house heads. Pupils also like the many chances they are given to meet up with their peers through trips. However, a number said they would welcome more opportunities to socialise with other pupils virtually, outside of lessons and co-curricular clubs.
- Parents are overwhelmingly supportive of the setting. They value the high expectations that staff have for their children's learning and the impact this is having. Additionally, many parents described the steps King's InterHigh has taken to make online learning a positive experience. One parent described attending King's InterHigh as being a 'game changer' for their child.
- Both pupils and parents described how leaders and staff at King's InterHigh have fostered a sense of community. Parents spoke of how they felt part of a family, while younger pupils spoke about the staff pantomime, which they had attended the previous day. They proudly showed inspectors 'Hootie McCluety', the school mascot, which is sent to pupils' homes to promote a sense of belonging.

About the visit

- This is King's InterHigh's first accreditation visit. Jonathan Dyer HMI was the lead inspector, accompanied by John Nixon HMI.

Compliance with the DfE's standards for online education

This section reports on how well King's InterHigh meets the standards for online education. It is included primarily for the benefit of the DfE, to help inform their decision whether to accredit King's InterHigh.

King's InterHigh meets all the applicable standards for online education set out by the DfE ('the standards'). The standards that are not applicable to King's InterHigh are listed below.

The full list of standards can be found in [DfE's guidance on meeting the online education standards](#).

Standards that do not apply to this provider

The following standards do not apply to this provider:

- **Standards 5.11, 5.12, 5.13, 5.14, 5.16, 5.17, 5.18** only apply where the provider uses supply staff.
- **Standards 6.5, 6.10** only apply where a report on the provider has been published under the Online Education Accreditation Scheme at the time of the visit.

Contact details for King's InterHigh

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