

INDEPENDENT SCHOOLS INSPECTORATE

KINGHAM HILL SCHOOL STANDARD INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Kingham Hill School

Full Name of School Kingham Hill School

DfE Number 931/6004
Registered Charity Number 310031

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Headmaster Mr N Seward

Chair of Governors Mr M Stanley-Smith

Age Range 11 to 19

Total Number of Pupils 269

Gender of Pupils Mixed (169 boys; 100 girls)

Number of Day Pupils Total: 99
Number of Boarders Total: 170

Full: **139** Weekly: **31**

Inspection dates 12 Oct 2010 to 13 Oct 2010

08 Nov 2010 to 10 Nov 2010

PREFACE

This inspection report follows the STANDARD *ISI* schedule. The inspection consists of two parts: an INITIAL two-day inspection of regulatory requirements followed by a three-day FINAL (team) inspection of the school's broader educational provision. The previous ISI inspection was in November 2004.

The Independent Schools Inspectorate (ISI) is the body approved by the Government for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010*. The range of these Regulations is as follows.

- (a) Quality of education provided (curriculum)
- (b) Quality of education provided (teaching)
- (c) Spiritual, moral, social and cultural development of pupils
- (d) Welfare, health and safety of pupils
- (e) Suitability of staff, supply staff and proprietors
- (f) Premises and accommodation
- (g) Provision of information
- (h) Manner in which complaints are to be handled

Legislation additional to Part 3, Welfare, health and safety of pupils, is as follows.

- (i) The Special Educational Needs and Disability Act (SENDA).
- (ii) Race, gender and sexual discrimination legislation.
- (iii) Corporal punishment.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

The inspection of boarding was not carried out in conjunction with the Office for Standards in Education (Ofsted), Children's Services and Skills, and the report does not contain specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to pupils' education and development in general. The full Ofsted report refers to an inspection in September 2008 and can be found at www.ofsted.gov.uk under Children's social care/Boarding school.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, though inspectors will comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

^{*}These Standards Regulations replace those first introduced on 1 September 2003.

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Kingham Hill School was established for boys in 1886 by CEB Young, a Christian philanthropist, and became co-educational in 1992. It remains part of the Kingham Hill Trust, which also runs a theological college. It operates under a governing body.
- 1.2 The school, set in 100 acres of Cotswold countryside, sets itself the task of fulfilling the founder's vision, but in a 21st century context. It remains an overtly Christian school in the evangelical Anglican tradition. Its educational philosophy is holistic. It aims to provide a boarding home for those who need it, but who are unable to afford it, to give its pupils an opportunity to respond to the Christian gospel, and to give them an education of the best quality, which will prepare them for the world of work and/or further education, regardless of their personal convictions.
- 1.3 Since the last inspection in 2004, a new headmaster has been appointed and a new management system put in place, the academic week has been reduced to five days, and dedicated Year 13 boarding and day houses have been introduced. The proportion of day pupils has increased markedly, and the school has gained accreditation with an American association of schools and colleges.
- 1.4 The number of pupils on roll is 269, over a third of whom are girls, with 60 pupils in the sixth form. Just under half of pupils leave at the end of Year 11, a number which is diminishing. The house system is a feature of the school, with boarders living in family-style houses, and day houses modelled on similar lines.
- 1.5 The school is non-selective. The ability profile of those currently entering the school is slightly above the national average. A fairly wide range of abilities is represented, and until two years ago the ability on entry had been predominantly average to below average. Pupils come from very diverse economic, ethnic and cultural backgrounds.
- 1.6 There are two pupils with statements of special educational needs. The school identifies 81 pupils as having learning difficulties and/or disabilities, of whom 52 receive specialist tuition. There are 41 pupils with English as an additional language (EAL), of whom 30 receive specialist support.
- 1.7 National Curriculum nomenclature is used throughout this report to refer to year groups in the school.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- All pupils achieve well and make good progress in their learning. The large number of pupils with learning difficulties and/or disabilities and those with EAL progress as well as other pupils. These pupils benefit from the additional support, available in the 'Green's' department, which is a strength of the school. The wide-ranging curriculum meets the aspirations of pupils and parents, and the extra-curricular programme is very extensive and a major factor in developing pupils' personal qualities. Opportunities for more able pupils have been increased as advised at the previous inspection. Teaching is good: pupils are taught using a range of styles, and opportunities for individual learning have improved since the last inspection. Teachers know their pupils well. The pupils' excellent attitudes to their teachers and studies contribute to their achievement, as does their exemplary behaviour and relationships with each other. In the pupils' pre-inspection questionnaire, a minority of pupils raised concerns about their treatment by teachers but the inspection team did not find evidence to support such views during the inspection.
- 2.2 Pupils' personal development is another key strength of the school. It is supported by excellent pastoral care and good welfare arrangements, and effective procedures for safeguarding, health and safety. In a strong Christian setting pupils' spiritual and moral development is exemplary. Pupils come from a large number of different nations and this diversity contributes to their very good cultural awareness. Pupils are very well developed socially and benefit from the many opportunities to acquire leadership skills. They are well prepared for life beyond school.
- 2.3 The aims of the school are fulfilled and promoted by the governing body. Governors have a good oversight of the school, informed principally by reports from the headmaster, who provides forceful and energetic leadership. Central to the vision of the school is the 2020 school development plan, which is well advanced. It has already increased the attractiveness of the sixth-form provision, which was raised as an issue at the previous inspection. The leadership and management of the school are good: managers have developed systems of monitoring and appraisal which ensure that the school does not stand still in its quest for improvement. All the regulatory requirements are met, with good attention to detail by the senior and bursarial staff. The school promotes excellent links with parents, whose replies to the pre-inspection questionnaires were highly favourable. The concerns of some parents about reporting arrangements were not substantiated by the inspection team.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

2.4 At the time of the initial visit, the school met all the requirements of the Independent School Standards Regulations 2010.

(ii) Recommendations for further improvement

- 2.5 The school is advised to make the following improvements.
 - 1. Increase the use of information and communication technology (ICT) by pupils in lessons.
 - 2. Improve the library's book stock and organisation, as identified in the previous report.
 - 3. Increase the quality of teaching to the standard seen in the best lessons observed.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and their learning, attitudes and skills

- 3.1 The pupils are well educated from entry to the school up to the sixth form, and the progress that they make largely fulfils the school's aims. Pupils are happy and have good relationships within the school's Christian atmosphere. Their individual talents are nurtured and they develop in self-respect and self-confidence. Pupils make good progress in their academic work. Overall performance shows an improvement since the 2004 inspection.
- 3.2 Pupils achieve well in a range of curricular and extra-curricular activities. When given opportunity and, where necessary, support, pupils of all ages listen well and follow instructions diligently and carefully. They reason and argue cogently and contribute thoughtfully in discussions. They have sound literacy and numeracy skills, in some cases developed to a very good standard. The presentation of pupils' work is generally good, with many pupils showing great neatness and care in the way they keep notes. Such pupils take considerable pride in the quality of what they produce. In geography examples were seen of pupils in Year 10 having carefully assembled their own high quality notes on coastal erosion. In this and other ways pupils work more independently than at the time of the last inspection. Through the Octagon programme for more able pupils, well-matched logical and independent work is carried out. The pupils concerned have opportunities to embrace topics usually not addressed until the sixth form. Creative work in the performing arts academy is good: a third of pupils take up this activity and several pupils are transformed by the opportunities given. On occasion, two-thirds of the school are on the sports field, and outside school more than two dozen pupils are working towards The Duke of Edinburgh's Award. Although pupils use their own laptops for writing and research when they do prep, there is little use of ICT by pupils in lessons. Sixth formers are confident and articulate, including those with EAL: these pupils have by this stage clearly become independent and well-motivated individuals.
- The following analysis uses the national data for the years 2007 to 2009. These are the most recent three years for which comparative statistics are currently available. Results at GCSE have been similar to the national average for maintained secondary schools, although in 2009 the results were significantly better than the national average. For example, at the end of the academic year 2008 to 2009 at GCSE level, twenty per cent of grades were A* or A, and over eighty-five per cent of all grades were A* to C. At A2 and AS level, numbers have been very small in individual subjects and it is not possible to make reliable comparisons with national averages. In addition, a proportion of pupils who enter the sixth form do not have English as a first language. Nevertheless, the level of attainment in the sixth form is satisfactory and improving. The American studies programme, designed for those from the USA, enables a number of pupils to achieve successfully on courses which have a more expansive style than GCSEs and A levels.
- 3.4 The level of attainment indicates that pupils overall make good progress relative to the average for those of similar ability, as shown by standardised measures of progress, a feature which was corroborated by what was seen in classrooms. Such successful achievement is supported by pupils' good attitudes to learning, their exemplary behaviour, and the very good relationships enjoyed between themselves

and staff members. Pupils are well motivated, concentrate and persevere with their work, and show dedication to their studies.

3.(b) The contribution of curricular and extra-curricular provision (including community links of benefit to pupils)

- 3.5 The curriculum is good and there are outstanding features in the extra-curricular programme offered. The well-documented policy is intended to meet the aspirations of pupils and their families through refinement of the range of courses offered. It has been expanded under the leadership of the new headmaster. Effective timetabling includes some carrousel arrangements that allow classes to study subjects such as drama or design and technology alternately, enabling younger pupils to experience a wide range of areas of learning. In Years 10 and 11 pupils can choose four elective subjects from a pool of more than twelve. Three sciences and more than one foreign language are available. Sixth-form options, determined by a consultation process with parents, lead to sixth-form pupils being well satisfied with the subjects provided. This represents an improvement since the last inspection when the sixth from provision was described as unattractive. There is good guidance on how subjects fit in intended pathways for continuing education after school. The school has recently received approval for provision of courses and accreditation of pupils' learning in alignment with practice in the USA. This development is particularly appreciated by many American and other families who anticipate that pupils will continue their education in American universities. Across the school, personal, social and health education (PSHE) covers appropriate topics, including those that are mandatory in maintained schools. The programme for religious studies is academically rigorous and full of interest. These elements of the curriculum successfully reflect the aims and ethos of the school. The school provides a broad curriculum. It prepares pupils well for adult life.
- The curriculum includes high quality support for the many pupils with learning difficulties and/or disabilities. Procedures for identifying pupils' needs for support are thorough and effective; dyslexia and other patterns of difficulty are reliably diagnosed. Pupils who have experienced difficulties value highly the gains in skills, coping strategies and self-confidence that have resulted from the additional help provided in the 'Greens' support base or in the classroom. The many pupils with EAL make rapid progress as a result of the very effective language support they receive. The Octagon innovation timetabled for the gifted and talented provides an opportunity for pupils to address well-chosen extension topics outside those usually studied in English schools.
- 3.7 For day pupils, the opportunities provided by the extra-curricular programme are extensive. Participation in additional activities is logged carefully; practically all pupils take part in an activity after school each day. Among these are the Combined Cadet Force (CCF), the wide range of sports, the academy group and the Christian Union, with its separate groups for boys and girls, to name but a few. There are enterprise and charity ventures and the school contributes to the life of the wider community. The school organises a plethora of overseas and other trips and expeditions with an educational focus. Older pupils take a lead in organising social activities and some of a more focused nature, such as debating. Extra-curricular activities are a major factor in the promotion of personal qualities.

3.(c) The contribution of teaching

- 3.8 The quality of teaching is consistently good and frequently excellent. Teachers are sufficient in number and have suitable qualifications and experience, and good subject knowledge. The school employs good support staff. Teaching is supported effectively by the 'Greens' department.
- 3.9 The small class sizes allow teachers a good understanding of their pupils, and of their needs and potential. Teachers' knowledge of pupils, coupled with good subject knowledge, enables them to plan effectively. The informal and general knowledge of pupils is buttressed by the use of standardised data and a regular review of progress. This allows for the periodic adjustment of targets, and the consequent focus of teaching to promote good progress across the school. On the other hand, teachers do not systematically circulate around the classroom as lessons proceed in order to check on progress. As a result, in several lessons seen, some pupils reached the end of the lesson with minor errors and misconceptions unchecked, or in one practical project only a set of unassembled components.
- 3.10 The teaching shows a good variety of approaches and at times is exciting and challenging, as seen in a Year 10 history lesson on civil rights in the USA. In science pupils say that they learn in many different ways: a diversity of experimental work, for different purposes; good teacher-led demonstrations; simulations; preparing software presentations; and even through the medium of drama and role play. This variety was corroborated by the styles used in a lesson on chromosomes and inheritance. There is now much less evidence of over directed teaching than at the time of the last inspection. Homework is set regularly and taken seriously. It encourages independent learning, and this too is a clear improvement. In the pre-inspection questionnaire some parents expressed concern about the amount or quality of homework set but there was no substantial evidence of overload or unnecessary repetition.
- 3.11 Teaching has addressed previous concerns about low expectations, and best practice is now placing appropriate demands on pupils and helping to raise standards each year. In the sixth form teaching is more demanding and standards are being raised. Good practice was seen in a stimulating geography lesson where a pupil was able to discuss confidently the topic of biodiversity.
- 3.12 The school is generally well resourced and resources are used to good effect. An example observed was the use of software in a GCSE music lesson on composition. The library remains a resource that lacks development in terms of stock and use. At present it limits pupils' independent research work.
- 3.13 Teaching has been enhanced by the rolling programme of whiteboard and interactive whiteboard provision. The school is aware of continued problems in this area and has a strategic plan in place to resolve difficulties and establish robust provision of ICT.
- 3.14 Although it varies across subjects, the best practice in marking and assessment is of a very high standard. It is formative and helpful, and teachers often write extended comments on what pupils should do to improve. However, pupils do not always follow up suggestions for further work or the completion of missing work. In some departments the comments are more focused on the quantity of work completed.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The personal development of all pupils is excellent, an improvement since the previous inspection. The personal qualities promoted by the Christian ethos and aims of the school remain outstanding, but pupils now have a notably strengthened cultural understanding, alongside very good moral and social development.
- 4.2 Relationships between staff and pupils, and amongst pupils themselves, are congenial and mutually respectful. Pupils are both self-aware and appreciative of teachers, tutors, staff and house parents, who demonstrate their dedication to the school's Christian values. The chapel is seen as a source of nurture for this aspect of development, with the chaplains viewed as supportive and compassionate, impacting positively on pupils. The chapel is a place in which pupils can participate in the school's prayer life and are evidently conscious of not only their own needs but also those of others. The high attendance at several Christian groups and the contribution to religious services demonstrate the importance for pupils of this aspect of school life.
- 4.3 Pupils develop a clear sense of right and wrong. Moral sensitivities are developed through discussions in the house settings. Moral issues are discussed and explored specifically in the programme for PSHE, as well as in English and religious studies lessons and, for the more able, in the Octagon programme. Pupils are self-reflective. Responsibility for others is seen in many charitable fund-raising events throughout the school for local and international areas of need. It is also strongly apparent in the older pupils' care for younger pupils, especially in the prefects' involvement in after-school clubs and in houses. Although a minority of pupils said in the pre-inspection questionnaire that the school does not listen to or respond to pupils' views, this was not corroborated by discussions during the inspection. Those pupils elected by peers to be on the school council said that their views are considered.
- 4.4 Pupils' social skills are extremely well developed and they are courteous, polite and well behaved. In the questionnaire a sizeable minority of pupils said that they do not have chances to take on responsibilities, a view not supported by discussions during the inspection, where it was evident that there are many opportunities to develop leadership skills. The CCF is one such example. The social interaction amongst pupils in the various houses is a strong feature of school life. Through the formal taught curriculum pupils learn what it means to be a citizen and develop knowledge of institutions such as the police, the political system and the criminal justice system. They also learn about personal well-being and about the complexities of relationships.
- 4.5 Pupils' cultural awareness is excellent and is furthered by numerous visits and the school's own productions, such as a recent performance of *Les Misérables*. Several pupils are also involved in musical activities that make a further contribution to all pupils' cultural development and there are good examples of art work around the school. The wide range of nationalities amongst the pupils enriches the experience of all. Pupils respect one another's cultures and learn about other faiths as part of the religious studies programme. The chapel celebrates different cultures, such as in the display of flags representing pupils' countries of origin. Likewise, there is an after-school club for pupils from different cultures, extending language work carried

out in class. This enables pupils to feel that they have a base and support as they integrate into the school's community.

4.(b) The contribution of arrangements for welfare, health and safety

- 4.6 The school is successful in its mission to provide a safe, stimulating and supportive environment in which pupils have the freedom and opportunities to fulfil their potential. The excellent pastoral care of pupils is a strength of the school.
- 4.7 Teachers, tutors and boarding staff know their pupils extremely well. They are vigilant in identifying any need for intervention to secure productive academic progress and robust personal development. There are excellent relationships between pupils and staff, and the great majority of pupils are very appreciative of the support and encouragement they receive. There are appropriate written policies for the prevention of bullying, and rewards and sanctions which reflect the caring ethos of the school. Although a few pupils expressed concerns in the questionnaire about whether they are always treated fairly, no evidence of this was found during the inspection. Staff are ambitious for the pupils and take all opportunities to build their self-confidence and enhance experiences. Occasionally, pupils feel mildly uncomfortable where they have had a candid steer on their work or behaviour, but the overwhelming majority of pupils respond very positively to the considered advice and guidance that are offered. A major strength of the pastoral care is the very effective communication between staff and pupils.
- 4.8 The school gives strong attention to pupils' safety. Procedures for safeguarding and child protection, and those for staff recruitment, meet all requirements; they have been refined over the last two years. Staff are appropriately trained in these matters. Arrangements to ensure pupils' health and safety are effective and include provision for pupils who are ill, injured or have learning difficulties and/or disabilities. Risk assessments are thorough. There is effective liaison with appropriate safeguarding authorities. The school's compliance officer ensures that premises, safety routines and other aspects of health and safety requirements are properly attended to. This includes all necessary measures to reduce risk from fire.
- 4.9 The school has a suitable plan to improve educational access for pupils with disabilities. Pupils are strongly encouraged to be healthy through developing healthy eating habits and taking regular exercise.
- 4.10 The admission and attendance registers are properly maintained, and correctly stored.

4.(c) The quality of boarding education

- 4.11 The good boarding provision enhances pupils' personal and social development and fosters initiative and independence appropriate to their ages. There are good facilities for relaxation and social engagement in each of the boarding houses and pupils have sufficient space to make their own. Pupils relate well to one another and to house staff. Older pupils take on appropriate leadership roles. The regulatory matters in which the school was non-compliant at the last Ofsted inspection have all been addressed with vigour.
- 4.12 Although some pupils reported in the questionnaire that there are few activities, this was not substantiated by what pupils said in discussion. Although facilities such as the swimming pool are leased at certain times to outside groups, pupils generally have good access to the school's facilities in the evenings and at weekends. Pupils participate fully in the weekday extra-curricular programme and at the weekends a range of off-site visits and other engaging activities is offered. Sometimes at weekends, only about half of boarders remain in each house. The school is striving to strengthen the vibrancy of the weekend experience for these pupils. Pupils speak with enthusiasm of their enjoyment of boarding life and the friendships they establish. They have a high regard for the staff who take care of them and maintain the Christian ethos in the boarding community.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The governance of the school is good. The governing body provides forward-looking leadership, effective oversight of the school and a focused sense of direction in pursuit of its aims. It has a clear strategic view with regard to increasing numbers in the school by expanding the day provision.
- The arrangements for governance and the structure of the governing body are appropriate. The appointment of the headmaster and the chaplain are reserved to the Kingham Hill Trust, but other matters are delegated to the governing body. The full governing body meets termly, as do its sub-committees. The governors bring a wide range of experience to their work, including financial, legal and educational expertise. There is usually at least one governor who is a parent of a pupil at the school. Governors are informed about the school through regular briefings by the headmaster, the chaplain and the marketing manager. Once a year governors precede their full meeting with visits to classes, which enables them to make themselves known to staff. In addition there is a locally based governor specifically tasked with staff liaison.
- 5.3 The governors are well aware of their responsibilities and are closely involved in educational development and standards and with financial planning, and this is effective in ensuring educational provision and continuing investment in resources. From the beginning of the current academic year a new sub-committee has been formed to review regularly the teaching and curriculum. The governors understand clearly their legal obligations. Particular governors have responsibilities for health and safety, and the safeguarding of pupils. These duties are discharged effectively. The governing body is considering the adoption of a more formalised programme of governor induction and training.

5.(b) The quality of leadership and management

- The leadership and management of the school are good, in line with the mission statement's ambition of a community in which the individual flourishes, where a non-selective approach remains at the core and where all this is set in a vibrant Christian ethos. The headmaster provides strongly focused direction with a clear intention of raising achievement over time and of securing the school's financial self-sufficiency. His leadership is supported by a committed and energetic management team that has a clear idea of what it wants to achieve and how it intends to ensure such achievement. The strong vision is driving the school forward and seeks to motivate and engage positively the whole staff, establishing the priorities for future development. Within the school's management arrangements there are formal channels of communication through regular meetings at all management levels and a pattern of established line managers. In addition there are mechanisms for dealing with concerns and for providing staff support.
- 5.5 There is a well-developed annual appraisal system at all levels involving all teachers. Clear targets are established and reviewed. This enables senior managers to monitor teaching closely, and in turn to ensure a good educational experience for the pupils. It also encourages a more effective middle management structure, improving on the findings of the previous inspection.
- 5.6 With its targets for 2020, the development plan is ambitious. Its financial and strategic components have been prepared carefully and some key appointments made to assist the process of improvement. The school is very conscious of the need to evaluate its progress to ensure that the quality of provision is maintained, operating with the guiding principle that a successful school should never stand still.
- 5.7 A good programme of whole-school in-service training is in place, with a developing culture of self-appraisal and the use of 'twilight' sessions that focus on key areas of professional development. All staff are cognisant of the current focus on independent learning.
- 5.8 There are robust systems in place for checking the suitability of all staff, and ensuring that high quality appointments are made at all levels and that staff receive appropriate safeguarding training. Checks on staff are recorded as required in a single central register.
- 5.9 The community is supported strongly by a dedicated team of non-teaching staff who help to create an attractive and purposeful environment, in which the school can achieve its aims.

5.(c) The quality of links with parents, carers and guardians

- 5.10 The last report stated that the school had very good links with parents and these have been very well maintained. Indeed, links with parents, carers and guardians are a particular strength of the school. The school avails itself of a full range of means for maintaining a continuous link from the time of enrolment, with a comprehensive package of information about its mission and procedures. The school continues to send out very helpful documentation and communicates with parents through letters, newsletters, website information and email. Parents receive electronic updates on their children's progress, which are comprehensively detailed. There are also full subject reports which are clear and thoroughly written, parents' evenings and helpful booklets, such as those produced for the particular houses pupils attend, and for subject choices. There are also informal social events, such as a cocktail evening, a barn dance and quiz evenings.
- 5.11 Communication between staff and parents is very often through email and is a weekly occurrence. House parents, tutors and heads of subject alike communicate with parents, and additional news about events and announcements make information open and immediate. Many pupils have parents overseas, and so this is especially helpful. Parents also telephone to speak to tutors about academic matters or to house parents about pastoral matters, and parental involvement is encouraged.
- 5.12 The parents' association, Friends of Kingham Hill, welcomes parents from abroad when they visit their children, and those parents who live close to the school are regularly involved, for example at weekly coffee mornings. The association's views and general ideas for the school are considered by other parents, as welcomed by the school's senior management.
- 5.13 The school's recent overhaul of the website has eased access for parents to retrieve relevant information they may need about their children since it now has portals pertaining to specific aspects of provision. Key policies and procedures such as those for complaints and for child protection are also published, as is the list of staff and their roles.
- 5.14 Responses from the parental questionnaire about the extent to which the school maintains links with parents were very positive in terms of information being readily available, and the ease with which parents can communicate with the school, with timely responses to questions that have been raised.

What the school should do to improve is given at the beginning of the report in section 2.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with senior members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. Inspectors visited boarding houses and the facilities for sick or injured pupils. The responses of parents and pupils to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the school.

Inspectors

Dr Stephen Grounds Reporting Inspector

Mr Gary Moss Head of Careers, HMC school
Mr Gareth Price Headmaster, SHMIS school

Mrs Lorraine Winch-Johnson Learning Support Co-ordinator and Head of

English, GSA school