



Additional Inspection Report

Kingham Hill School

September 2023

School's details

School	Kingham Hill School			
DfE number	931/6004			
Registered charity number	1076618			
Address	Kingham Hill School Kingham Chipping Norton Oxfordshire OX7 6TH			
Telephone number	01608 658999			
Email address	administration@kinghamhill.org			
Headteacher	Mr Peter Last			
Chair of governors	Mrs Caroline Pellereau			
Proprietor	Kingham Hill Trust			
Age range	11 to 18			
Number of pupils on roll	347			
	Day pupils	204	Boarders	143
	Seniors	240	Sixth Form	107
Date of inspection	18 September 2023			

1. Introduction

Characteristics of the school

- 1.1 Kingham Hill School is a co-educational independent day and boarding school, set in a rural location in Oxfordshire. The school is owned by a charitable trust, the Kingham Hill Trust, and administered by a board of governors, some of whom are also trustees. There are eight boarding houses: four for male pupils and four for female pupils. The school has 47 pupils who require support for special educational needs and/or disabilities (SEND), of whom four have an education, health and care plan. Twenty-six pupils speak English as an additional language (EAL). The current head took up his post in April 2023. The school's previous inspection was a progress monitoring inspection in October 2022.

Purpose of the inspection

- 1.2 This was an unannounced additional inspection at the request of the Department for Education (DfE) which focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs) and the National Minimum Standards for Boarding 2022.

Regulations which were the focus of the inspection	Team judgements
Part 1, paragraph 2 (curriculum)	Met
Part 1, paragraph 3 (teaching)	Met
Part 2, paragraph 5 (spiritual, moral, social and cultural development of pupils)	Met
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	Met
Part 4, paragraphs 18–21 (suitability of staff, supply staff and proprietors); NMS 19	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 8, paragraph 34 (leadership and management); NMS 2	Met

2. Inspection findings

Quality of education provided – curriculum [ISSR Part 1, paragraph 2]

- 2.1 The school meets the standard.
- 2.2 The school has drawn up and implemented a suitable written policy on the curriculum which does not undermine fundamental British values. The curriculum provides an effective preparation of pupils for life in British society.
- 2.3 The personal, social, health and economic education (PSHE) programme reflects the school's aims and ethos and encourages respect for other people. The PSHE programme and wider curriculum include opportunities for pupils' learning to be extended by listening to visiting speakers from a range of backgrounds. In selecting visitors to the school, leaders take into account both the school's ethos and the need to encourage respect for those with protected characteristics.
- 2.4 Some pupils interviewed felt that the PSHE programme does not fully address some of the issues which they would like to discuss and learn about, particularly in regard to sex education. Leaders stated that this is under review and demonstrated that pupils' views are being taken into account in this regard.

Quality of education provided – teaching [ISSR Part 1, paragraph 3]

- 2.5 The school meets the standard.
- 2.6 The school ensures that teaching does not undermine fundamental British values or discriminate against pupils with protected characteristics. Discussions with pupils and staff confirmed that the progress and provision demonstrated at the time of the previous inspection have been maintained and continue to be further implemented and embedded by school leaders.

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5]

- 2.7 The school meets the standard.
- 2.8 The school actively promotes fundamental British values through its ethos and curriculum. Principles are promoted which encourage respect for other people. Pupils, including those who identify as LGBTQ+, are enabled to develop their self-knowledge, self-esteem and self-confidence. The provision of a dedicated space and supportive staff provides pupils with the opportunity to share their experiences and actively engage in organising activities which raise awareness of the full range of protected characteristics. Although this is temporarily not available due to unforeseeable practical constraints, leaders have sought and responded to the views of pupils in planning for its imminent return to action.
- 2.9 Pupils and staff interviewed described a school culture in which the need to respect those with protected characteristics is clearly promoted. Inspectors found that whilst some members of the wider school community have not yet fully engaged with these principles, they are aware of the importance of adhering to them. This is as a result of the continued active promotion of values of respect and equality by school leaders in all aspects of school life, including assemblies and the PSHE curriculum.

Welfare, health and safety of pupils – safeguarding [ISSR Part 3, paragraphs 7 and 8; NMS 8]

Safeguarding policy

- 2.10 The school meets the requirements.
- 2.11 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.12 The school meets the standards.
- 2.13 The school implements its policy effectively to ensure the safeguarding of the pupils, including boarders and those with protected characteristics. Pupils are confident to report their concerns to adults in the school, knowing that they will be listened to and their concerns acted upon. Staff interviewed demonstrated a secure understanding of recent training and of procedures for responding to safeguarding concerns.
- 2.14 Allegations and concerns about staff are handled appropriately and in line with local safeguarding procedures. Suitable contact is maintained with the local authority designated officer and advice sought and acted upon appropriately. Since the time of the previous inspection, expectations of staff behaviour have continued to be strongly promoted by school leaders, including with regard to the support of pupils who identify as LGBTQ+. A suitable code of conduct is in place, including appropriate arrangements for the management of low-level concerns about staff behaviour. No new concerns have been logged since the previous inspection. These findings were supported by the confidence of both pupils and staff interviewed that the school culture of zero tolerance of discriminatory language or behaviour is well understood and adhered to.
- 2.15 The school records and responds to concerns about pupils appropriately, including effective liaison with parents and external agencies when appropriate. Suitable policies are implemented for the management of allegations of child-on-child abuse. Instances of discriminatory behaviour on the part of pupils reported since the previous inspection are few in number. These have been managed appropriately within the behaviour policy. Staff, including those in leadership positions and governors, have been appropriately trained. The proprietor maintains effective oversight of safeguarding through an annual review of policy and procedures.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21; NMS 19]

- 2.16 The school meets the standards.
- 2.17 The school carries out the required checks on staff in a timely manner and suitable evidence is stored in staff personnel files. The single central record of appointments provides an accurate record of these checks. The school has responded swiftly and effectively to a recent concern, liaising effectively with external agencies and actively seeking independent review of its procedures. Advice has been sought and acted upon, and procedures have been strengthened as a result. School leaders have made an informed and robust assessment of the lessons to be learned from the concern.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

- 2.18 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website.

Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 2]

2.19 The school meets the standards.

2.20 School leaders and managers have the required skills and knowledge to ensure that the other standards are met. The governors have ensured that leaders have the necessary experience and skills to promote an inclusive culture in the school. Since the time of the previous inspection, the school has sustained and furthered its progress in promoting a culture where those with LGBTQ+ feel respected and listened to. Leaders are sensitive to the views of the wider school community whilst continuing to ensure that all its members are clear about its principles of tolerance, respect and understanding of others. Governors maintain effective oversight of the school and of the active implementation of improvements when required.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022, and no further action is required as a result of this inspection.

4. Summary of evidence

- 4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the vice chair of governors. They talked with groups of pupils and scrutinised a range of documentation, records and policies.