



**ISI** Independent  
Schools  
Inspectorate

**KINGSLEY SCHOOL**

**REGULATORY COMPLIANCE INSPECTION**

**26 TO 27 APRIL 2016**



# School's Details

<b>Full Name of School</b>	<b>Kingsley School</b>
<b>DfE Number</b>	<b>878/6030</b>
<b>EYFS Number</b>	<b>EY290711</b>
<b>Registered Charity Number</b>	<b>306709</b>
<b>Address</b>	<b>Kingsley School Northdown Road Bideford Devon EX39 3LY</b>
<b>Telephone Number</b>	<b>01237 426200</b>
<b>Email Address</b>	<b>reception@kingsleyschoolbideford.co.uk</b>
<b>Head</b>	<b>Simon Woolcott</b>
<b>Chairman of Governors</b>	<b>David Pinney</b>
<b>Age Range</b>	<b>0 to 19</b>
<b>Total Number of Pupils</b>	<b>413</b>
<b>Gender of Pupils</b>	<b>Mixed [241 boys; 172 girls]</b>
<b>Number of day pupils</b>	<b>Total: 308</b>
<b>Number of boarders</b>	<b>Total: 105</b> <b>Full: 98</b>
<b>Early Years Foundation Stage</b>	<b>144 children</b>
<b>Pupils' Ability</b>	<p>The junior school does not use standardised tests. However, its own assessments indicate that the ability of pupils is similar to the national average. The ability profile of pupils in the senior school is similar to the national average; there is a wide distribution of abilities.</p>
<b>Pupils' Needs</b>	<p>The number of pupils requiring support for special educational needs and/or disabilities (SEND) is 98. Six have a statement of special educational needs or an education, health and care plan. They require support with a wide range of disabilities including dyslexia, dyspraxia and information processing. Seventy-three pupils have English as an additional language and receive specialist support.</p>

# School's Details

<b>History of the School</b>	The school was founded in 2009 through the merger of two local independent schools.
<b>Ownership and Governing Structure</b>	Kingsley School is a member of the Methodist Independent Schools Trust, with authority of governance being devolved to a local governing body.
<b>School Structure</b>	The school is a co-educational day and boarding school. It comprises an Early Years Foundation Stage (EYFS), and junior and senior sections.
<b>Inspection Dates</b>	26 to 27 April 2016
<b>Other Useful Information:</b>	<p>The school:</p> <ul style="list-style-type: none"><li>i) is registered with the Council for the Registration of Schools Teaching Dyslexic Pupils;</li><li>ii) accepts children from the age of six weeks and is therefore a registered EYFS setting;</li><li>iii) has three separate boarding houses, two for boys and one for girls; approximately two-thirds of boarders originate from overseas, mainly from China.</li></ul>

# About the Inspection

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards (“the standards”) in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. For schools which have early years provision, the inspection of settings which do not require registration also records whether the school complies with key provisions of the Early Years Foundation Stage statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. Additionally, the inspection reports on the school’s accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996.

This inspection also contains specific judgements on the National Minimum Standards for Boarding Schools (“boarding NMS”). It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and it judges the extent to which the school currently meets the boarding NMS. It identifies any standards which the school does not meet and requires action to meet them. Findings are distributed across sections relating to the eight Parts of the standards.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework. The inspection may be of COMPLIANCE ONLY or of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards, including the boarding NMS, following their inspection may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards and any qualitative concerns identified at their previous inspection.

**This is a COMPLIANCE ONLY inspection and as such reports only on the school’s compliance with the standards, including the boarding NMS.** The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met this is clearly indicated in the relevant section of the report and the school is required to take the actions specified.

The inspection does not include matters that are outside of the regulatory framework described above, such as:

- (i) the school’s aims;
- (ii) an exhaustive health and safety audit;
- (iii) compliance with data protection requirements;
- (iv) an in-depth examination of the structural condition of the school, its services or other physical features;
- (v) contractual arrangements with parents;
- (vi) an investigation of the financial viability of the school or its accounting procedures.

Where necessary, National Curriculum nomenclature is used to refer to year groups. Links to the full regulations and requirements can be found here: [The Independent School Standards Regulations](#), [National Minimum Standards for Boarding Schools](#), [Early Years Foundation Stage Statutory Framework](#).

## **SUMMARY EVALUATION**

**The school does not meet all of the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and the National Minimum Standards for Boarding Schools 2015 and should take immediate action to remedy deficiencies as detailed below. The school meets the requirements of the statutory framework for the Early Years Foundation Stage.**

### **PART 1**

#### **Quality of education provided**

In the junior school, the school uses its own framework to determine attainment.

At GCSE in the years 2012 to 2014, performance has been in line with the national average for maintained schools.

In the sixth form, A-level results in the years 2012 to 2014 have been in line with the national average for sixth formers in maintained schools.

The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupil performance is in place.

**The standards relating to the quality of education [paragraphs 1 - 4] are met.**

### **PART 2**

#### **Spiritual, moral, social and cultural development of pupils**

Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged and their opinions and concerns are appropriately considered by staff. A prefect system operating in the school is suitably managed.

**The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 17 and 19 are met.**

## PART 3

### Welfare, health and safety of pupils

Good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Admission and attendance registers are maintained as required, and there is a strategic approach to risk assessment. A disability access plan is in place. Boarders do not experience discrimination, and their care is sensitive to different needs.

An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family and access to a programme of activities. The school makes appropriate arrangements to provide long-term lodgings for some boarders.

**The standards relating to welfare, health and safety in paragraphs 7.(a) and (b) and 8.(a) and (b) relating to the arrangements made to safeguard and promote the welfare of pupils including boarders, in NMS 14 relating to staff recruitment and checks on other adults, in NMS 11 relating to child protection, and in NMS 15 relating to staffing and supervision are not met.**

The school has not always complied with the requirement under *Keeping Children Safe in Education* to take up references and medical checks for all staff; gaps in employment could not be checked and responses recorded because a previous employment history was not always received. In addition, insufficient measures were taken to manage the residence of all persons living on the same premises as boarders but not employed by the school pending receipt of an enhanced DBS check which had been applied for. The written letter of agreement given to all persons occupying accommodation but not employed by the school did not include that this may cease to be provided if there is evidence that they are unsuitable to have regular contact with children or the requirement that the school must be notified if the resident is charged with, or convicted of, any offence.

#### Action point 1

- the school must ensure that all checks pertaining to persons working with pupils are complete before working or living in the school [paragraphs 7.(a) and (b) and 8.(a) and (b), and NMS 11]

#### Action point 2

- the school must ensure that persons living on the same premises as boarders are properly supervised if the required recruitment checks are not in place [NMS 14.2]

#### Action point 3

- the school must ensure that any person employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in boarding when newly appointed and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding [NMS 15.1]

## PART 4

### Suitability of staff, supply staff, and proprietors

Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed. The standards relating to the suitability of supply staff and proprietors are met.

**The standards relating to the suitability of staff are usually met but those in paragraph 18.(2)(c)(medical) and 18.(3)(qualifications), and; 21.(3)(a) (iv), referring to the register of appointments, and NMS 14, relating to checks on other adults coming into contact with boarders, are not met.**

The required recruitment checks in relation to confirmation of qualifications and medical fitness have not always been undertaken in relation to peripatetic staff in a sufficiently thorough, careful and comprehensive manner prior to the start of employment or contact with boarders. As a result of the inspection, the school is working to complete all outstanding checks and records.

#### Action point 4

- **the school must ensure that it has carried out the required recruitment checks for medical fitness, in the UK and qualifications before a person's appointment [paragraph 18.(2)(c)(i) to (iv) and NMS 14.1] and, in the case of qualifications, enter the date of the check on the SCRA [paragraphs 21.(3)(a)(i), (iv) and (vii), and (b) and NMS 14.1]**

## PART 5

### Premises of and accommodation at schools

Suitable toilet, changing and showering facilities for pupils and appropriate accommodation for their medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.

**The standards relating to the premises and accommodation [paragraphs 22 – 31] and NMS 5 are met.**

## PART 6

A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for those with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, and its results in public examinations, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website. A suitable statement of boarding principles and practice is published by the school.

**The standard relating to the provision of information [paragraph 32] and statement of boarding principles [NMS 1] are met.**

## PART 7

### Manner in which complaints are handled

Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful, and identifying those relating to the boarding provision.

**The standard relating to the handling of complaints [paragraph 33] and NMS 18 are met.**

## PART 8

### Quality of leadership in and management of schools

**The standards relating to leadership and management of the school [paragraph 34] and NMS 13 are not met.**

Governance has not discharged its responsibility with regard to ensuring that regulatory standards are consistently met. In particular, responsibility for safeguarding children properly through effective supervision and recruitment has not been exercised with sufficient rigour and consistency. Failure to implement required recruitment procedures was also evident at the time of the previous inspection, so that the school has not met these recommendations.

#### Action point 5

- **governors must ensure that those with leadership and management responsibilities demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the Independent School Standards Regulations are met consistently [paragraphs 34.(1)(a) and (b), and NMS 13]**

#### Action point 6

- **governors must ensure that the school actively promotes the well-being of pupils [paragraph 34.(1)(c) and NMS 13 ]**



## 1. THE QUALITY AND STANDARDS OF THE EARLY YEARS FOUNDATION STAGE

### Overall effectiveness: the quality and standards of the early years provision

- 1.1 The overall effectiveness of the early years provision is outstanding. All children, including those with SEND, make strong progress relative to their starting points and are well prepared for the next stage of their education, including, where appropriate, readiness for school. The learning and care which the setting provides meet the needs of all of the children who attend. Personal, social and emotional development is excellent; children feel safe, secure and happy within their setting. Requirements for children's safeguarding and welfare have been fully met; staff work together as a strong and successful team who fulfil their responsibilities and protect the children in their care. The leadership of the EYFS evaluates and reflects on its practice, ensuring continuous improvement that improves children's life chances.
- 1.2 The recommendations from the previous inspection to ensure a consistent approach to policies, planning and assessment across the setting and to strengthen the integration of the EYFS into the life of the school have been fully met.

### Effectiveness of leadership and management

- 1.3 The effectiveness of leadership and management is outstanding. Governors take an active role, visiting the EYFS and working collaboratively with leaders to set high expectations for what children can achieve. They share an ambitious vision for their setting, where reflection and self-evaluation are continuous features so that standards of provision and care are high.
- 1.4 Leaders take seriously the requirement to manage the performance of staff through an annual cycle of appraisal; further professional development needs are assessed and opportunities to undertake additional qualifications in childcare are offered where relevant. A policy to increase supervision through more frequent and regular opportunities for senior leaders to meet with each staff member to review practice and discuss ongoing improvement has been recently devised, with a planned schedule of meetings organised but not yet initiated.
- 1.5 Parents have good opportunities to contribute their views and to share their children's achievements and special interests; children equally have many opportunities to follow and extend their own interests. This was clearly demonstrated in Reception, where children chose their animal topic and specified their preference for visiting the sea creatures when planning their forthcoming visit to an aquarium and zoo. In their responses to the questionnaire and in meetings, parents were overwhelmingly positive about the education and nurturing care their children are receiving.
- 1.6 Policies and procedures are comprehensively detailed and apply to all classes; plans are regularly reviewed and well suited to the ages of the children, ensuring a consistency of approach across the whole setting. The learning programmes offers stimulus and challenge, fully meeting the relevant statutory requirements as well as the needs and interests of the children. The curriculum is broad and greatly enhanced by the inclusion of French and swimming, and music lessons for children aged three to five. Children in Reception also have the benefit of participation in a wide range of extra-curricular activities, such as football, drama, sports, choir, science and adventure clubs. Opportunities for older children to engage with pupils in the main school are frequent and much enjoyed. For example, three to five year-olds attend school assemblies and older pupils escort them back to their classroom. They have lunch in the dining room at the same time as pupils in the junior school and they take part in the Harvest Festival and in the Christmas play. Consequently, by the end of the EYFS, children are extremely well prepared for school and for the next stage in their learning.

- 1.7 All staff are aware of the requirement to ensure equality and celebrate diversity. They talk to children about these issues in a way that is appropriate to their age through assemblies and class discussions, so that British values are actively promoted. Leaders have thought carefully about procedures to help prevent radicalisation and extremism so that policies include these matters in a way that is appropriate to the ages of the children. Children feel safe in their environment. They understand simple rules about the importance of being kind and learning to share and to play co-operatively. Older children can talk about what constitutes bullying and know that they should ask for help from the adults caring for them.
- 1.8 Within the EYFS, safeguarding is strong and relevant policies meet the latest statutory and other government requirements. All staff having contact with the setting have been checked in line with requirements and all required details are included in the school's central register. Staff receive regularly updated training in child protection and have a good understanding of what they would have to do should there be a concern. All staff hold paediatric first-aid qualifications to support the children in their care. Risk assessments are undertaken rigorously for indoor and outdoor activities and visits off-site.

### **Quality of teaching, learning and assessment**

- 1.9 The quality of teaching, learning and assessment is outstanding. Across the setting, staff have a clear understanding of the individual needs of each child, including the most able and the most disadvantaged. Planning throughout both the indoor and outdoor environment includes exciting learning opportunities appropriate to different ages and abilities, and expectations for what children might be able to achieve are consistently high.
- 1.10 Staff have a secure understanding of how children develop. They introduce activities carefully, showing appropriate subject knowledge which is communicated well to children. Provision for outdoor learning is a particular strength. Children were offered a healthy balance between risk taking and safety reminders as they collected sticks to build a Billy Goat Gruff's bridge over a stream, simultaneously furthering their problem-solving skills as they experimented with ways to judge whether their stick was strong enough to bear their weight and therefore the weight of Billy Goat Gruff.
- 1.11 Planning and assessment procedures are of a very high standard and regularly include next steps in learning. A close working relationship between parents and staff enables them to share key information and so provide a consistent approach to children's learning. Information about what children know, understand and can already do is gathered assiduously so that progress is carefully tracked. Children who are falling behind in their learning are quickly identified and a programme of appropriate activities is planned, supported where necessary by the school's own special needs staff or by outside agencies, such as speech therapists.
- 1.12 Throughout the setting, children make rapid progress and achieve well because of the excellent support and encouragement to engage with the resources and stimulus available. For example, staff use the sensory room to encourage babies and toddlers to explore, whilst wheeled toys encourage the development of motor skills for two to four year olds, and dressing-up clothes and role play develop imagination, language and an understanding of the world. Parents are encouraged to recognise and celebrate each new learning achievement so that they understand how they can contribute to their children's development.
- 1.13 Parents can access comprehensive information about the EYFS and are offered many opportunities to be involved in their children's learning. They are invited to play sessions, workshops, and information and parent evenings. They can refer to useful guides on the website, are given information about current topics and can contribute to their children's record of progress. Key

people discuss babies' and toddlers' routines and give parents a daily record of how the day has been spent. Clear and useful reports are sent to parents twice a year.

- 1.14 Excellent use is made of the stimulating resources available to promote an awareness of diversity. Children enjoy sharing books with each other and with staff; these include information, characters and plots about a wide variety of cultures and customs. They enjoy cooking and sampling a range of food common to other countries and sample activities such as Indian dancing. Staff take great care to ensure that all children understand they can access these events, thus promoting equality of opportunity.
- 1.15 High quality teaching and excellent resources support children to acquire the skills to learn effectively, each according to their age and ability, so that by the end of the EYFS they are ready to move on to the next class and are excited by the prospect.

### **Personal development, behaviour and welfare**

- 1.16 The personal development, behaviour and welfare of children are outstanding. Staff work well together, forming a strong and successful team. They promote a positive, happy and caring environment where children's needs are considered and where their achievements are highly valued. As the children progress through the setting they demonstrate an increasing self-confidence and self-awareness. They learn to make independent decisions; for example, children in Reception select their own food at lunchtime. Children of all ages express ideas and initiate tasks confidently, so that they become increasingly skilful and successful learners.
- 1.17 Children clearly enjoy their learning. They explore their surroundings in a busy and purposeful manner, being encouraged to use their imagination to create new activities and situations. Behaviour is exemplary because staff set high expectations and children understand the simple guidelines. Two year olds know that they tidy away when an activity has been completed to their satisfaction and show independence as they do this. Babies are encouraged to feed themselves, holding their own food at snack time. Three to five year olds are kind friends to one another; they understand the need for rules and learn to respect each other. They learn how to keep safe; for example when crossing the road to go to lunch, they all sensibly hold a long rope and ensure that gates are bolted behind them. Children share activities happily together, learning to take turns, and staff know just when to intervene to manage behaviour appropriately. In these ways, children are well prepared both socially and emotionally for each transition within the setting.
- 1.18 Children settle quickly because their individual needs are well known, not only to their key person but to all of the team within each class. Children new to the setting are comforted and reassured by key people. Three years olds were observed to share their special toys to include new children in their play. Children are happy, friendly and self-confident, confidently initiating conversations with visiting adults. Their strong attachments, both with adults and with each other, support well their physical and emotional health.
- 1.19 Regular attendance is encouraged and children are keen to arrive in time to start the day together. They understand hygiene routines and develop independence. Two year olds clean their teeth independently, and they help to organise, prepare and select their own snacks. Three to five year olds wash their hands independently and know why this is important. They learn how to keep themselves healthy through exercise and have an understanding of healthy foods. Through discussion and experience, they gain a growing understanding of how to keep themselves safe from relevant risks; for example, older children know that they must only use the computer programmes provided and that they need adults to help them access the internet safely.

- 1.20 By the end of the EYFS, children's excellent personal development ensures that they understand the need to respect others and contribute positively to their community. In this way, they are well prepared for the wider society and their life in Britain.

### **Outcomes for children**

- 1.21 Outcomes for children are outstanding. All children, including those with SEND and the more able, make rapid progress in relation to their starting points, abilities and needs, with the majority reaching and several exceeding the expected level of development for their age.
- 1.22 Babies are actively encouraged to develop language skills as they look in the mirror and communicate orally with staff and each other; two year olds participate enthusiastically in a wide variety of songs, joining in with actions and words. Two year-olds were delighted when they succeeded in a fine motor threading task, and adults value their achievements, eagerly sharing this with parents and assessing their progress. Three year olds begin to read from a reading book and can put missing vowel sounds into simple words. They can count how many plates they need to put out for snack-time and are able to identify flowers in their woodland setting. Children work together collaboratively and enjoy being part of a team, communicating their ideas clearly. The oldest children demonstrate a growing proficiency in early literacy and numeracy skills. With appropriate support from staff, they use a range of technology confidently to deepen their understanding of a chosen topic. Progress from their starting points is excellent, so that they can move on confidently to the next stage of their education.

### **Compliance with statutory requirements**

The school's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

### **Recommendation for further improvement**

The school is advised to make the following improvement to its provision for children in the early years.

- Increase the frequency of supervision sessions by senior managers so that all staff are offered regular and frequent opportunities to reflect upon and further improve their professional practice.

# About the inspection

The inspectors observed a small sample of lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with teachers, senior members of staff and with the chairman of governors and other governors. They scrutinised the programme of extra-curricular activities that occurred during the inspection period, and attended registration sessions. Inspectors visited 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

Mrs Elaine Brook	Reporting Inspector
Miss Sarah Arthur	Compliance Team Inspector (Deputy Head, HMC school)
Mr Thomas James	Team Inspector for Boarding (Sub-Warden, HMC school)
Mrs Bridget Forrest	Co-ordinating Inspector for Early Years
Mrs Karen Rogers	Early Years Team Inspector (Head of Pre-prep, IAPS school)