



ISI Independent
Schools
Inspectorate

Progress Monitoring Inspection Report

Kingham Hill School

October 2022

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	01608658999			
Email address	administration@kinghamhill.org			
Acting headmaster	Mr Magnus Eyles			
Chair of governors	Mrs Caroline Pellereau			
Age range	11 to 19			
Number of pupils on roll	366			
	Day pupils	206	Boarders	160
	Seniors	255	Sixth Form	111
Date of inspection	17 October 2022			

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 45 pupils who require support for special educational needs and/or disabilities (SEND), of whom six have an education, health and care plan. Thirty pupils speak English as an additional language (EAL). The acting head took up his post in May 2022. The chair of governors was appointed in September 2022. The school's previous inspection was a focused compliance and educational quality inspection in September 2021, followed by a progress monitoring inspection in April 2022.

Purpose of the inspection

- 1.2 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the progress monitoring inspection on 27 April 2022. The inspection 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 2, paragraph 5 (spiritual, moral, social and cultural development of pupils); NMS 13	Met
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	Met
Part 6, paragraph 32 (provision of information)	Met
Part 7, paragraph 33 (complaints procedure); NMS 14	Met
Part 8, paragraph 34 (leadership and management); NMS 2	Met

2. Inspection findings

Spiritual, moral, social and cultural development of pupils [ISSR Part 2, paragraph 5; NMS 13]

- 2.1 The school meets the standards.
- 2.2 The school actively promotes principles which enable pupils with protected characteristics, notably those who identify as LGBTQ+, to develop their self-confidence and self-esteem. Since the previous inspection, the school has ensured that staff and governors have received appropriate training in how best to support these pupils and promote respect for those with protected characteristics amongst all pupils. The personal, social and health education (PSHE) scheme of work has been redesigned to include more opportunities for pupils to consider issues of discrimination and prejudice and the subject matter is effective in promoting respect. Additional time has been allocated for teaching PSHE. The programme of chapel services and assemblies has been reviewed and restructured. It now distinguishes between the school's promotion of the Christian faith and the promotion of secular values and practices as required by regulations, whilst maintaining a clear connection between the two. Pupils who identify as LGBTQ+ told inspectors that they felt respected and valued, including by other pupils, and fully included in the school community. They value the positive impact of the groups established to support those with protected characteristics. They appreciate the opportunities they have been given to take the lead in initiating and carrying out activities within such groups.

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

- 2.3 The school meets the requirements.
- 2.4 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

- 2.5 The school meets the standards.
- 2.6 The school's arrangements for safeguarding have improved during and since previous inspections. Pupils who identify as LGBTQ+ told inspectors that they now feel safe in school. They value the steps taken by senior leaders since the previous inspection to ensure that the school's safeguarding culture actively promotes their wellbeing. This enables these pupils to develop appropriate levels of self-confidence and self-esteem. They spoke of the positive impact of the creation of management positions dedicated to the welfare of all pupils, and specifically those from minority groups.
- 2.7 Suitable arrangements are in place to ensure there are trusted adults in school in whom pupils can confide. Pupils confirmed that they can approach an adult if they have a concern, that they receive a response, and that action is taken where needed. Appropriate provision is made which acknowledges the particular vulnerability of pupils with SEND and others with protected characteristics. Senior leaders ensure that concerns about pupils' mental health are addressed with sensitivity. Records show that the school responds appropriately to concerns raised about individual pupils, including those relating to incidents of child-on-child abuse. Senior leaders liaise as required with external agencies, including the police, in such cases. They also ensure appropriate liaison when allegations are made against adults working in the school. Governors and staff, including those in positions of responsibility, are suitably trained in safeguarding.

Provision of information [ISSR Part 6, paragraph 32]

- 2.8 The school meets the standard.
- 2.9 The required range of information is published, provided or made available to parents, inspectors and the Department for Education. The school's safeguarding policy and the number of complaints registered under the formal procedure during the preceding school year are published on its website.

Manner in which complaints are handled [ISSR Part 7, paragraph 33; NMS 14]

- 2.10 The school meets the standards.
- 2.11 The school has suitable procedures for handling parents' complaints. Any informal or formal complaints, including any which proceed to a panel hearing, are handled effectively and in line with the school's stated procedures and timescales. Complaints are appropriately recorded, including with regard to identifying those relating to boarding.

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

- 2.12 The school meets the standards.
- 2.13 Senior leaders and managers demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of all pupils, notably those with protected characteristics. Since the previous inspection, governors have undertaken training to enable them to understand how to support pupils with protected characteristics. They have ensured the effective implementation of the school's action plan. A new management structure has been implemented which has had a positive impact on the wellbeing of those with protected characteristics. A governor has been appointed to take responsibility for diversity and inclusion which has further strengthened provision in this area.

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 chair of governors. They talked with groups of pupils and scrutinised a range of documentation, records and policies.

Inspectors

Mrs Karen Williams

Reporting inspector

Mrs Sue Clarke

Assistant reporting inspector