



INDEPENDENT SCHOOLS INSPECTORATE

KINGSLEY SCHOOL

INTEGRATED INSPECTION

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Kingsley School

Full Name of School	Kingsley School
DfE Number	878/6030
EYFS Number	EY290711
Registered Charity Number	306709
Address	Kingsley School Northdown Road Bideford Devon EX39 3LY
Telephone Number	01237 426200
Fax Number	01237 425981
Email Address	reception@kingsleyschoolbideford.co.uk
Headmaster	Mr Andy Waters
Chair of Governors	Mr David Pinney
Age Range	0 to 18
Total Number of Pupils	446
Gender of Pupils	Mixed (246 boys; 200 girls)
Numbers by Age	0-2 (EYFS): 49 5-11: 57 3-5 (EYFS): 81 11-18: 259
Number of Day Pupils	Total: 350
Number of Boarders	Total: 96 Full: 87 Weekly: 9
Head of EYFS Setting	Mr Simon Woolcott
EYFS Gender	Mixed
Inspection dates	23 Apr 2013 to 26 Apr 2013

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The previous ISI inspection was in February 2010.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State 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, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

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

ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

This inspection contains 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, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors 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.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report,

inspectors may use a range of different adjectives to make judgements. **For EYFS registered provision (for pupils aged under three), reports are required to use the same terminology ('outstanding', 'good', 'satisfactory' and 'inadequate') as Ofsted reports.**

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

Mrs Colette Culligan	Reporting Inspector
Mr Stephen Duckett	Team Inspector (Headmaster, Society of Heads school)
Mrs Sharon Gleed-Smith	Team Inspector (Former Assistant Head, GSA school)
Mr Michael Hewett	Team Inspector (Former Headmaster, IAPS school)
Dr John Newton	Team Inspector (Headmaster, HMC school)
Mrs Flora Bean	Co-ordinating Inspector for Boarding
Mrs Gillian Bilbo	Co-ordinating Inspector for Early Years

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Created in 2009 from the merger of Edgehill College and Grenville College, Kingsley School is a co-educational day and boarding school situated in Bideford, North Devon. The school is owned by the Methodist Independent Schools Trust (MIST), with authority for governance devolved to a local governing body. Two representatives of MIST are also governors of the school. The school comprises the Early Years Foundation Stage (EYFS), and junior and senior sections. The Nursery class for children aged three to four has exemption from the learning and development requirements of the EYFS. All academic facilities and the three boarding houses, one for girls and two for boys, are on the same extensive site.
- 1.2 The school aims to discover, nurture and celebrate the talents and achievements of each of its pupils. In line with its Methodist foundation, the school sets out to provide a tolerant Christian community, worshipping in the Methodist tradition. It seeks to encourage pupils to attain high standards in all their activities, to work with the local community and to engage in a critical examination of the values and standards of modern society.
- 1.3 Since the previous inspection the senior management team has been restructured. The main building has been refurbished, facilities for boarding have been improved and those for the EYFS have been extended. The terms of reference of governors' sub-committees have been revised.
- 1.4 There are currently 246 boys and 200 girls on roll, drawn from a wide range of backgrounds, with mostly professional families. Of these, 130 pupils are in the EYFS, 57 in the junior school, 173 in Years 7 to 11 and 86 in the sixth form. There are 96 boarders, with twice as many boys as girls boarding. Nine pupils board weekly. Day pupils come from within a 45-mile radius of the school. Boarders from overseas are mostly from Hong Kong, Mainland China and Germany.
- 1.5 The ability range of the school is largely in line with the national average. There are 62 pupils for whom English is an additional language (EAL); of these, 52 receive specialist support from the school. The school places particular emphasis on providing for pupils with special educational needs and/or disabilities (SEND), focusing on dyslexia. It specifically sets out to recruit a proportion of such pupils annually. Currently there are 90 pupils with SEND, associated with dyslexia. The school's Grenville Dyslexia Centre currently supports 51 of these pupils. The remainder receive support within the classroom. There are three pupils with a statement of special educational needs.

- 1.6 National Curriculum (NC) nomenclature is used in the school from Year 1 onwards and throughout this report to refer to year groups. The year group nomenclature used by the school for the EYFS and its National Curriculum equivalence are shown in the following table.

Early Years Foundation Stage Setting

School	NC name
Nursery	Nursery (aged 0 to 3 years)
Pre School	Nursery (3 to 4 years)
Reception	Reception

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 The school provides a good curriculum that meets the needs of its pupils well. Its clear ethos, informed by Methodist traditions, creates a community in which each pupil is valued as an individual with unique abilities and talents. The quality of pupils' achievements and learning is good. Pupils are articulate, numerate and creative; they can use information and communication technology (ICT) confidently although there is limited evidence of routine use in lessons. Dyslexic pupils make good progress, often achieving results in excess of expectations. The school makes good provision for the needs of these pupils. Pupils, especially those in the sixth form, show the ability to think and work independently. Pupils relish the physical challenges provided within the strong extra-curricular programme. Throughout the school, pupils are well motivated and generally co-operative in class, although at times some with SEND or EAL find it difficult to sustain concentration in mainstream lessons. The most able pupils are not always sufficiently challenged. The majority of sixth-form leavers go on to some form of higher education, often at their first-choice institution.
- 2.2 The school is highly successful in creating a tolerant community characterised by mutual respect and a willingness to accept responsibility. The personal development of pupils, whether day or boarding, is excellent. Throughout the school, pupils learn to be courteous and sensitive to others' needs. They grow steadily in self-confidence and self-awareness. In pre-inspection questionnaire responses and in conversations, the vast majority of day pupils and boarders said that they enjoy school.
- 2.3 The governing body continues to be very supportive of the school. Governors bring a good range of skills, which they use generously. They discharge their legal responsibilities effectively in most areas. Day-to-day safeguarding is secure; however, governors' oversight of safe recruitment practice has not been sufficiently rigorous and legal requirements in this area have not been met. Sound plans have been put in place to ensure continuity of management. The leadership has ensured that considerable progress has been made in creating the identity of the new school, although recommendations made at the previous inspection have not been met in full. There remains a lack of cohesiveness in bringing the EYFS, junior and senior schools together. There has been limited progress on utilising systems for tracking pupils' progress. In the senior school, inconsistent use by middle management is made of data for this purpose or to monitor work effectively within departments, as recommended previously. Consequently, there is inconsistency in mainstream classrooms in meeting the needs of pupils with SEND or EAL, or those who are academically gifted. At present the school lacks a clear, shared academic vision, and lines of accountability for ensuring that policies are correctly implemented are unclear. An appraisal system is now being implemented, with half the staff having been formally appraised.

2.(b) Action points

(i) Compliance with regulatory requirements

- 2.4 The school does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:
- ensure that all safe recruitment procedures are rigorously implemented, with required checks being completed before staff commence work at the school [Part 3, paragraphs 7.(a) and (b), and 8.(a) and (b), under Welfare, health and safety, and National Minimum Standard 11, under Child protection, and for the same reason Part 4, paragraphs 19.(2)(b)(ii), (iii), (iv), (d) and (e), and (3), and 21.(6)(b), under Suitability of staff and proprietors, and National Minimum Standard 14.1, under Staff recruitment and checks on other adults];
 - ensure that the single central register of appointments is correctly completed [Part 4, paragraphs 22.(3)(c), (e), (f) and (g), (6) and (7)(a), under Suitability of staff and proprietors];
 - ensure that the school premises and accommodation provide for the health, safety and welfare of all pupils [Part 5, paragraph 23C., under Premises and accommodation].
- 2.5 The school does not meet all the National Minimum Standards for Boarding Schools 2011, as described above.
- 2.6 See the end of the Early Years Foundation Stage section 6 for the inspection findings in relation to the requirements of the Childcare Act 2006 for children under three.

(ii) Recommendations for further improvement

- 2.7 In addition to the above regulatory action points, the school is advised to make the following improvements.
1. Share the good practice evident in some departments in using data to track pupils' progress effectively and set appropriate targets for improvement.
 2. Ensure consistency of expectations in lessons and provide appropriate challenge for all pupils, including the most able.
 3. Ensure that the responsibility of staff at middle management level for monitoring the standards of teaching and learning within their departments is rigorously discharged.
 4. Articulate a clear and coherent vision for the future, linked to a structured school development plan that incorporates all sections of the school.
 5. Provide a wider range of activities for boarders at weekends.
 6. Ensure a consistency of approach to policies, planning and assessments across the EYFS setting.
 7. Strengthen the integration of the EYFS into the life of the whole school.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of pupils' achievements and learning is good.
- 3.2 Pupils are well educated, in line with the school's aim to discover, nurture and celebrate individual talents and abilities. Pupils of all ages, and especially at sixth-form level, generally show good knowledge and understanding. Their good writing skills are increasingly well developed, enabling most in the sixth form to produce thoughtful and well-researched essays. Pupils are articulate and are active listeners, and when given the opportunity can argue persuasively and show independence in thinking. In modern foreign language lessons they speak with confidence and good accents. Pupils' numeracy skills are strong. They effectively interpret data presented graphically and are adept at manipulating mathematical information, although senior school pupils make limited use of ICT in their learning. Pupils have well-developed creative skills and frequently produce innovative work in drama and music. The diversity and range of the high quality artwork are evidence of the school's success in encouraging and nurturing individuality and talent. Pupils engage enthusiastically in physical activity.
- 3.3 The pupils achieve good and sometimes better success across a wide range of academic and extra-curricular activities. Pupils perform successfully in the UK Maths Challenge and physics Olympiad. The majority of the 95 per cent of pupils who go on to university win places at their first-choice institution. Large numbers gained sports leadership awards in 2012 and more than 100 pupils successfully completed The Duke of Edinburgh's Award, up to and including the gold level. Teams successfully complete the Ten Tors challenge annually. Other recent team and individual successes have included surfing, judo and music. Good grades in speech and drama examinations are achieved by pupils throughout the school. Choirs at all levels participate successfully in the North Devon Performing Arts Festival. There has also been outstanding success in the Devon Young Musician of the Year competition.
- 3.4 The following analysis uses the national data for the years 2010 to 2012. These are the most recent three years for which comparative statistics are currently available. Results at GCSE have been above the national average for maintained schools. In 2011, girls' results were similar to the national average for girls in maintained selective schools, and girls' results are consistently higher than those of boys. In 2012, 34 per cent of GCSE grades achieved were A* or A. At A level, results for the same period are similar to the national average for maintained schools and in 2012 just over 60 per cent of grades achieved were A* to B.
- 3.5 Examination results and evidence from lessons observed indicate that senior school pupils make good progress to GCSE in relation to their ability. Test results indicate that pupils with SEND or EAL achieve well in relation to their ability, benefiting from the additional specialist support they receive. Although no standardised data is available for the sixth form, evidence from work scrutinised and lessons observed shows good progress for all pupils at this stage, including the most able. Similarly, no national attainment data is available for the junior pupils but evidence during the inspection indicates that pupils make good progress relative to the average for pupils of similar ability.

- 3.6 Pupils' learning is supported by their positive attitudes and generally good behaviour in lessons. They are largely keen to assimilate new knowledge. Pupils are supportive of each other and listen respectfully to teachers and peers. Good examples of pupils working collaboratively and discussing their learning were seen in many lessons.

3.(b) The contribution of curricular and extra-curricular provision

- 3.7 The contribution of curricular and extra-curricular provision is good.
- 3.8 The broad and balanced curriculum covers all the required areas of learning. In the junior school, core subjects are taught across all age groups with an emphasis on numeracy and literacy, in addition to French from Reception and Spanish from Year 5. Information and communication technology is generally used well to support all other subjects. The outdoor space is used effectively to enhance many areas of the curriculum, such as history, geography and environmental studies. Music and physical education provide additional breadth of experience and access to specialist facilities.
- 3.9 The senior school curriculum includes a choice of modern foreign languages and the possibility of taking separate sciences at GCSE. Creative subjects are well represented. The GCSE core curriculum is extended by a range of option choices. Sixth-form pupils have a similarly broad range of academic and vocational AS- and A-level subject options. The school is considering extending the vocational choices further to ensure that it provides for the specific needs of all its pupils. There is great flexibility in the construction of programmes of study for individual pupils. Although ICT provision is strong, these skills are underused by pupils across the curriculum. Personal, social and health education is timetabled throughout the school and promotes its aim of providing pupils with opportunities for critical examination of current standards and values in society.
- 3.10 The curriculum is underpinned by the school's commitment to developing an individualised approach that recognises each pupil's particular abilities. The provision for pupils with SEND, including those with statements, is good. The dedicated provision in the Grenville Dyslexia Centre is highly valued. Dyslexic pupils attend the centre for all their English lessons and join the mainstream lessons in other subjects. Provision for those pupils identified as gifted and talented is made through curricular choices and selected activities. Since the previous inspection efforts have been made to co-ordinate curriculum documents in all subjects in the junior and senior schools but consistency has not yet been achieved.
- 3.11 Year 6 pupils value opportunities for lessons taught by senior school staff in the senior classrooms as a stepping stone to entry into Year 7. In the senior school careers advice is available through dedicated staff, tutor time and visiting speakers, enabling pupils to make appropriate choices for the next stage of their education.
- 3.12 A wide range of extra-curricular activities available to the full range of abilities and ages provides opportunities for pupils' personal, creative and physical development, in line with the school's aims. Many pupils learn to play a musical instrument or represent the school in sports, either as an individual or in teams. There has been an improvement in the provision of extra-curricular activities on weekdays, including more revision clinics. In the senior school, judo, rowing and surfing are a particular strength and are enthusiastically supported by a large number of pupils. Activities such as The Duke of Edinburgh's Award provide opportunities for pupils to challenge

themselves and work co-operatively. A range of local charities is supported, together with national and international causes. Strong links with the community to the benefit of pupils have been forged through many of these activities, such as with a nearby university for judo and a local rowing club, and through the school's hosting of sports and music festival events.

3.(c) The contribution of teaching

- 3.13 The contribution of teaching is good.
- 3.14 Teaching in all sections of the school is almost always effective in promoting pupils' learning. It supports the school's aim to discover, nurture and celebrate the talents and achievements of each of its pupils. This is particularly evident in the sixth form and in some practical subjects, where pace is rapid and pupils make swift progress. Classroom displays in the junior school provide a vibrant reference point and celebration of pupils' work. High quality artwork by pupils is displayed around the school, although exhibition of other work from pupils is not widely used in the senior school.
- 3.15 Teaching generally shows good understanding of pupils' needs. Some examples of excellent practice were seen where consideration of pupils' learning styles was used effectively to promote learning. This practice is not yet common across the school. Throughout the school, there are examples of imaginative, well-planned lessons that support the needs of individual pupils. In the most successful lessons, planning and teaching methods take account of the needs of all learners, with useful extension work to challenge the more able. However, scrutiny of class work and homework as well as lessons seen show that on a number of occasions all pupils are presented with the same tasks regardless of ability, limiting some pupils' progress.
- 3.16 Marking is undertaken inconsistently across the school. In some subjects, it is rigorous, with useful comments giving precise advice on how to improve. In other areas, marking lacks purpose and clarity of expectations, and does not follow the whole-school policy. In the sixth form, target grades for A levels are well known by pupils. In some subjects, informative oral feedback is given, enabling pupils to evaluate their work and make improvements. In some subjects and in the best lessons, excellent use is made of pupils' self-assessment alongside teachers' marking.
- 3.17 In the junior school and in the sixth form, tracking of pupils' progress is used effectively in some cases. At present, not all teachers are utilising the data available to help monitor pupils' progress. The recommendation made at the previous inspection regarding procedures for monitoring and tracking the progress for all pupils has not been fully implemented.
- 3.18 The Grenville Dyslexia Centre has a prominent nurturing role in the school. This is widely recognised and appreciated as a strength by parents and pupils alike. Good provision is made for pupils with statements of special educational needs. However, not all teaching incorporates identified strategies to support pupils with SEND or EAL in mainstream classes. At times, these pupils struggle and require more help to understand complex ideas and vocabulary. Discussions between staff of the dyslexia centre and those in the mainstream classrooms about pupils' progress are largely informal.
- 3.19 Teaching is generally successful in fostering pupils' interest and teachers have good subject knowledge. Some lessons are too heavily teacher dominated, resulting in a

loss of pace and of pupils' interest. Teachers' expectations of pupils in the sixth form and junior school are consistently high. Examples of significant and appropriate challenge for all ability levels were observed in the sixth form and in practical lessons.

4. THE QUALITY OF THE PUPILS' PERSONAL DEVELOPMENT

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

- 4.1 The spiritual, moral, social and cultural development of the pupils is excellent.
- 4.2 Pupils' behaviour and comments demonstrate that the school is successful in its aim of creating a tolerant community based on Christian values. Pupils in the junior school listened attentively to stories in assembly and participated in the reflective prayer thoughtfully. Pupils demonstrate clear awareness of values that go beyond the material. Older pupils especially show good levels of emotional maturity and self-awareness. They know their own strengths, talents and areas for development.
- 4.3 Pupils throughout the school show a strong awareness of right and wrong. They respect each other's rights and property. They know what is acceptable behaviour and almost always live up to the school's expectations of mutual respect and courtesy. Younger children welcome visitors into their classroom eagerly and politely. The 'Wow!' sheets brought to school by parents of EYFS children comment on the children's good behaviour, for example on their table manners. Pupils think carefully about challenging moral issues; in a moving lesson on euthanasia, they responded sensitively to the complex problems raised.
- 4.4 The pupils' awareness of their responsibilities in the school and to the wider community is strong, and throughout the school they participate keenly in charity fund-raising ventures. A small number of older pupils are involved in the school's World Action in Independent Methodist Schools club. They develop their awareness of issues of sustainability and social justice and also extend their leadership skills, spear-heading activities to support local and international charities. Pupils' social conscience demonstrates fulfilment of the school's aims of encouraging them to engage in a critical examination of values and standards in modern society. The oldest pupils in the junior school and sixth-form pupils take the responsibilities of their status seriously: Year 6 pupils are responsible class monitors and house captains, while pupils in the senior school serve as members of the school council, on house committees or as sports captains. Prefects are respected figures in the school and contribute a great deal to its daily life and its sense of community; they are good ambassadors in their self-assurance and lack of conceit. Year 13 pupils act as mentors to pupils in Year 7 and speak about them with warmth and understanding. In return, younger pupils trust them and turn to them for help or advice.
- 4.5 Lively displays in the junior school demonstrate the pupils' awareness of richness within other cultures. Senior pupils are confident that there is considerable mutual respect within the cultural mix of the school; they say that this directly contributes to the school's atmosphere of tolerance and respect, as well as to their understanding of other cultures and traditions. Pupils enjoy experiencing the music, dance and food of different cultures. They show a sound general awareness of public institutions and political structures. Their consciousness of the fundamental values of democracy, individual rights, fairness and social justice is well developed.
- 4.6 Continued academic support and careers and university guidance ensure that pupils are well equipped for the next stage of their academic and personal life. By the time they leave the school, pupils have developed into self-assured, articulate individuals who are well prepared to face the challenges of adult life with confidence and a clear set of values.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The contribution of arrangements for pastoral care is excellent.
- 4.8 All pupils receive excellent care, support and guidance from staff in school and in the boarding houses. The school is highly successful in meeting its aim of discovering and nurturing pupils' individual talents. Staff throughout the school are quick to notice and praise success or to pass on concerns so that pupils are given appropriate support. A new tutorial programme is thorough in its coverage of key pastoral issues, such as the prevention of bullying. Staff are committed to ensuring personal support and guidance for pupils in making choices for the future, especially at sixth-form level.
- 4.9 Throughout the school, pupils have positive relationships with staff and with each other. In conversation and in responses to the pre-inspection questionnaire, pupils said that they are confident that they can speak to staff about any concerns. Pupils reported that they are well looked after. They are happy at school and feel safe.
- 4.10 Pupils are encouraged to be healthy. The school's lively sports and extra-curricular programmes ensure that pupils take regular exercise. In responses to their questionnaire, a significant proportion of pupils expressed dissatisfaction with the provision of food. The inspectors judged that the meals at lunchtime are wholesome and plentiful. Choices include salads, fresh fruit and a vegetarian option. Inspectors agreed that suppers are less appetising.
- 4.11 Strong and consistently implemented policies are in place for behaviour and the prevention of bullying. Any unacceptable behaviour is dealt with quickly by form, subject or boarding staff, resulting in a positive, civilised atmosphere. Good behaviour and personal achievements are widely rewarded through merits and assemblies and at Speech Day.
- 4.12 The school has a suitable plan to improve educational access for pupils with SEND, recognising especially the needs of those with dyslexia.
- 4.13 In pre-inspection questionnaire responses, many pupils said that the school does not listen to their views. Inspectors found that the school council and boarding house committees meet regularly, that many of their recommendations have been implemented and that the school actively considers all reasonable requests.

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

- 4.14 The contribution of arrangements for welfare, health and safety is sound.
- 4.15 The safeguarding policy now meets all requirements. Procedures for monitoring the well-being of pupils are extremely thorough and sensitively implemented if necessary. There had not been clarity about staff responsible for safeguarding in the different sections of the school; this has now been rectified. Appropriate staff in the senior school have undertaken suitable training and a designated deputy in the Nursery is now booked on an appropriate course. All other staff and sixth-form mentors have been trained and know what procedures to follow should they be concerned. Recruitment procedures, however, have not been correctly implemented since the previous inspection and so statutory requirements in this respect have not been met.
- 4.16 All necessary measures have been taken to minimise risk from fire and other hazards. Risk assessments for the many adventurous activities that the school organises are meticulous. Occasionally, insufficient attention is paid to potential risks within certain activities. Safety measures in higher risk areas such as laboratories are rigorously implemented. As pupils arrive in the morning, those in the junior school are escorted across a road that runs through the middle of the school site. Pupils cross this at many other times during the day and passing traffic can sometimes present a hazard. The school has taken all the practical steps it can to improve supervision, sight lines and safety.
- 4.17 The school effectively implements a suitable first-aid policy. The medical centre is staffed throughout the day by qualified nurses. Numerous staff are trained in first aid and first-aid boxes are readily available throughout the school. Admission and attendance registers are appropriately maintained and stored.

4.(d) The quality of boarding

- 4.18 The quality of boarding is good overall.
- 4.19 Boarders demonstrate an excellent level of personal development. They are confident, self-reliant and at ease with themselves and with each other. They are generally well behaved, polite and courteous. Relationships amongst boarders are mature and constructive. Boarders are particularly aware of helping any peers with EAL or who are new to boarding. Boarders from overseas integrate well into boarding life and those with EAL have excellent opportunities to mix with English-speaking boarders, providing valuable opportunities to develop their linguistic skills. Since the previous inspection, opportunities to take on leadership roles and responsibility within the house have been further developed through regular house committees and peer mentoring of younger pupils by sixth formers. Pupil heads of house have responsibilities for organising tasks in the house, contributing to the smooth running of the boarding community. Boarders enjoy life at school and in their houses; they feel at home amongst friends and with staff who support them well. Boarders celebrate special days and success together, and on occasion whole boarding house team events are held, enhancing their overall enjoyment of boarding.
- 4.20 The quality of boarding provision is good and pastoral care is excellent. House staff make a genuine effort to get to know the boarders and a clear induction process helps newcomers to settle in. Excellent care is taken to understand each boarder's

needs through pastoral and academic monitoring. The arrangements for sick or injured boarders are excellent. A very experienced and capable team provides care, with close liaison between house staff and the medical centre, which ensures that boarders are well looked after. Medical staff spend duty time in the houses and therefore know boarders well. Both in and out of school, boarders know how to remain safe and are very prepared to help to look after each other. Boarders generally understand the importance of keeping fit and healthy through regular exercise and a nutritious diet.

- 4.21 The weekday activities programme has been further developed since the previous inspection. This gives boarders the opportunity to participate in a wide range of activities so as to develop new skills and talents. The majority of boarders take good advantage of these opportunities, and participate in music, sport, the physical challenges of The Duke of Edinburgh's Award and Ten Tors challenge, and social events such as weekend trips to Barnstaple or further afield. In discussion, many boarders reported limited provision of activities at weekends. Inspectors found that there is a lack of forward planning for weekend activities and trips, and judged boarders' comments to be justified. In discussion and in responses to pre-inspection questionnaires, however, boarders reported that they are happy with the boarding experience; they enjoy the international ambience, which broadens their horizons and provides them with a wide circle of friends.
- 4.22 Boarding accommodation is comfortable, clean and secure, with adequate washroom provision. Each house has comfortable lounges where boarders can enjoy time together and invite friends to visit. Boarders have access to house kitchens to make drinks and snacks in the evening and at weekends. Kitchen facilities are small but adequate and are regularly used, often by boarders from overseas to cook meals to share with friends. Boarders like the meals provided at breakfast and lunch but a large majority said that the evening meal is not always very appetising. Inspectors agreed with this view. Recreational facilities for games and films provide weekend evening opportunities to relax. Boarders have ample means to contact family and friends, although occasionally internet connection is unreliable. In their responses to pre-inspection questionnaires, parents reported that they are very happy with the provision and care for their children. Good contact with parents is maintained by the school and is indicative of a purposeful relationship.
- 4.23 Arrangements for the welfare and safeguarding of boarders are sound. All staff are trained in safeguarding procedures as required and within the correct timescales. However, whilst all staff have received enhanced criminal records checks, some other requisite safer recruitment checks have not been carried out prior to staff taking up their appointments. Arrangements for keeping safe both in and around the houses are made clear to boarders. On arrival, boarders have an induction tour and are made aware of the necessary procedures for their safety. Boarders reported in discussion that they feel safe in their houses and in and around the school, and know that there are several staff to whom they can turn should the need arise.
- 4.24 Behavioural expectations and sanction procedures are in place. Boarders report that rules and sanctions are fair and applied consistently. In discussion and in pre-inspection questionnaires, boarders said that there is little bullying in the boarding houses and should any incident occur it is dealt with swiftly and effectively. Very thorough risk assessments are in place for any potential health hazards, and boarders are clear when they should report any concern and are confident that house staff will react.

- 4.25 Overall, leadership and management of the boarding provision are sound. Boarding houses are well managed and led in accordance with the school aim to discover, nurture and celebrate the talents and achievements of each of its pupils. Boarding staff are highly committed to boarders, to their houses and to continuous improvement of the quality of experience for the boarders. Regular house meetings and joint meetings of all boarding staff ensure that staff reflect on their practice, review policy and set targets that are minuted. There is excellent liaison between house and school staff, and any concerns are logged. Records are kept efficiently and the school is moving towards a centralised system to record all procedures. All house staff understand their role and have clear job descriptions. Any staff new to boarding have a comprehensive induction and are well supported and monitored by house parents.
- 4.26 Houses run smoothly and pleasantly, with noticeable harmony and purpose. All boarders and the majority of parents of boarders who responded to pre-inspection questionnaires are happy with the boarding provision. Boarding recommendations from the previous inspection have now been met in full.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 Governors have developed their understanding of their roles since the previous inspection and provide effective oversight of the school in line with its aims. Local governors are well supported by the MIST and there is appropriate representation of this body on their committees. The governing body has a good balance of skills.
- 5.3 Governors exercise very effective oversight of financial matters, for example with the secure plans in place for improvement to sports facilities. Governors have a clear idea as to the resource needs of the school. They have established plans for the continuity of senior management. However, there is a lack of clarity about the strategic and educational direction that the school will take in the medium-term and about a long-term vision for the school.
- 5.4 The reviewed sub-committee structure is effective in ensuring that governors have a good understanding of most areas of the school, although they are less familiar with the EYFS. Each committee reports thoroughly to the meetings of the full governing body. Minutes demonstrate that appropriate challenge and support are given. Governors engage well in the day-to-day life of the school. A process of presentations from each academic department has begun, assisting governors' oversight of educational standards. Governors provide a good sounding board for consultation.
- 5.5 Governors fulfil most of their statutory responsibilities with regard to welfare, health and safety. The safeguarding policy, which is now thorough and complete, has been reviewed annually as required. However, governors' oversight of the school's recruitment procedures has not been sufficiently rigorous and statutory requirements in this respect have not been met.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.6 The quality of leadership and management is sound.
- 5.7 Senior leadership and management of the school are effective, ensuring that it succeeds in providing a good education in accordance with its aims. Thanks to robust, dedicated leadership, the school has made positive progress in establishing its sense of identity since the previous inspection. The senior management team members together provide strong leadership. They are positive and personal presences in the school, leading by example. Senior leaders are aware that the school lacks a clear vision for its future and that it is not perceived as a united whole. The establishment of a senior team that includes junior and senior staff, and in which all members recognise a need for supporting each other, is a positive step in this direction. Parents speak highly positively about the education the school is providing for their children and see senior leadership staff as accessible and motivational. Senior leadership at all levels exhibits deep commitment and loyalty to the school, which pupils appreciate.

- 5.8 The quality of the pupils' education and the standard of their personal development are evidence of good educational management and leadership. The systems of care for pupils are strong, and result in a happy and supportive community. Most policies are thorough and effectively implemented, resulting in pupils being clear about expectations, achieving well, feeling happy and safe, and knowing avenues to seek support. The designated senior leaders have an excellent understanding of safeguarding procedures and implement them sensitively as required. However, deficiencies in recruitment procedures and in the maintenance of the necessary records of these mean that the school is not meeting statutory requirements in this respect. A few issues about the pupils' welfare, health and safety regarding premises and accommodation were brought to the attention of the school.
- 5.9 The school has made partial but limited progress in responding to the recommendation of the previous inspection to develop unity between the EYFS and the rest of the school, and between the junior and senior sections. Whilst there is evidence of collaboration between the two latter departments, there remain mismatches of expectation and intention, for example in academic ethos and in overall aims. Leadership and management have begun to evaluate the school's development needs, and are forming a plan to meet them. The school is exploring suitable new directions but is as yet undecided on what those will be. A detailed and widely accepted whole-school vision is gradually emerging; there is currently no written formal development plan. Current self-evaluation of a number of issues at senior and middle management level does not yet ensure the creation and articulation of a firm direction for the future of the school.
- 5.10 Middle management responsibilities in the junior school are evolving. For example, improving methods of assessment and recording for individual pupils are at an early stage. Middle management in the senior school lacks direction. Some policies are not being systematically applied; for example, there are inconsistencies in marking and a number of staff had been unaware of the whole-school marking policy. Good practice in ICT is not embedded across the curriculum above Year 8. The work of the Grenville Dyslexia Centre and the EAL departments, whilst effective in dedicated lessons, is yet to have a recognisable impact on wider classroom practice. There is inconsistency at head of department level concerning involvement in staff appraisal. They are not yet challenged to use pupil tracking to support pupils' progress, as highlighted at the previous inspection, although this is in place for pupils in the sixth form. Pockets of effective middle management practice are not sufficiently widespread.
- 5.11 Management is successful overall in securing, supporting, developing and motivating sufficient high quality staff. Whilst staff are suitably trained for their roles in meeting the needs of all pupils and in keeping them safe, there is a lack of clarity about responsibility for the management of recruitment procedures.
- 5.12 Links with parents are excellent, and throughout their pre-inspection questionnaire responses parents expressed strong support for the school, its curriculum, expectations, communication and the care provided for pupils. They are very appreciative of the well-established 'open door' culture across the school whereby staff are accessible and issues of immediate concern are swiftly dealt with. All the required information for parents of current and prospective pupils is now available. Reports are thorough, personal and constructive, and there is greater consistency between the quality of those in the junior school and in the senior school, as recommended at the previous inspection. Parents say that they have complete confidence in the support from school, and they feel very much a part of the

development and education of their children. The Kingsley Friends association organises social events and supports the work of the school by raising funds to provide extra resources and for a number of projects. Parents feel well informed about the activities taking place in the school and feel welcomed to them.

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

6. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

6.(a) How well the early years provision meets the needs of the range of children who attend

- 6.1 The setting makes outstanding provision in meeting the needs of the range of children who attend. Highly qualified staff, excellent resources and effective planning ensure that the setting continues to meet the conditions of its exemption from the learning and development requirements of the EYFS for 3 to 5 year-olds and provides a programme of activities for all children which is appropriate to their educational needs. The learning and development requirements for children under three are fully met. Appropriate support is provided where necessary, guided by learning support staff, and sufficient challenges are provided to extend the learning of more able children.
- 6.2 In the oldest Nursery class and Reception, direct access to covered outdoor learning areas promotes free flow between activities and there is a highly effective balance of child-initiated and adult-led learning. Sessions of woodland experiences extend the boundaries of the children's learning. Physical education, including swimming and use of outdoor apparatus, develop gross motor skills. Fine motor tasks are included in daily planning. The careful matching of imaginative activities to the current topic is a strong feature of the setting. In the Nursery, regular outings and a range of sensory experiences and toys stimulate individual development.
- 6.3 Focused observations and assessments help in planning the next steps for learning, in line with the school's aim to teach children according to their ability and needs rather than their age. In the Nursery, children's personal interests are identified through questionnaires for parents in order to inform planning. The children move to the next class when they reach the relevant stage of development.
- 6.4 Regular contact with staff, high quality reporting and the opportunity for contributing to learning journals ensure that parents are well informed about their children's progress and that any concerns are swiftly addressed. In pre-inspection questionnaire responses, parents indicated their strong support. In discussion, they expressed their confidence in the school and the strong sense of community.

6.(b) The contribution of the early years provision to children's well-being

- 6.5 The contribution of the provision to children's well-being is outstanding. The key people know their children very well. The strong and supportive working relationships amongst the adults in the setting provide a happy home-from-home for the youngest children and a safe, stimulating and secure environment for the older children. Morning routines ensure that all settle quickly. Staff act as good role models, constantly reinforcing good behaviour and manners. The children understand the importance of healthy eating, and excellent supervision at mealtimes ensures balanced choices. Children gradually learn personal hygiene routines. Parents' instructions for sleep times, feeding routines and helping with toilet training are conscientiously followed. Well-structured activities encourage children to develop lively imaginations. Children play outside or are taken for walks. They play and talk together very happily.
- 6.6 Development checks for two-year-olds are carried out by the key staff and discussed with parents and the Nursery management. Careful planning and good staff knowledge of the children ensure a seamless transition to the next stage of their learning, supported by records of progress, in different formats for each section.

6.(c) The leadership and management of the early years provision

- 6.7 Leadership and management are good. Governors fulfil their wider duties of care for the EYFS. They recognise the importance of the setting but are not fully cognisant of the most recent statutory regulations.
- 6.8 Regular meetings facilitate communication between the three sections of the setting. Policies and procedures are in place to ensure the day-to-day safeguarding of the children. Detailed risk assessments ensure the safety and hygienic maintenance of the environment. Thorough induction and regular updates ensure that staff are fully aware of child protection and health and safety matters; many have received paediatric first-aid training. Day-to-day safeguarding of the children within the setting is excellent. However, recruitment checks are insufficiently rigorous. The provision is supported by training and moderation from outside agencies. Focused self-evaluation is summarised in development plans with realistic targets and success criteria. Educational programmes are reviewed and adapted in line with current legislation. The opportunity to unify each section's plans and procedures in a common format across the setting has been identified.
- 6.9 Staff are regularly appraised and the school is very supportive of their personal aspirations, training and development needs. Regular staff discussions ensure that any concerns about children can be addressed. In discussion with inspectors, parents expressed their satisfaction with all aspects of the EYFS.

6.(d) The overall quality and standards of the early years provision

- 6.10 The overall quality and standards of the provision are good. Children make good progress relative to their ability, including those with special educational needs and/or disabilities. Children in the Nursery benefit from the daily variety of stimulating activities; individual developmental plans ensure that they make good progress. Older Nursery children are keen to learn their sounds and are working with numbers to ten. In Reception, children apply their pre-writing skills to a variety of tasks and were observed confidently taking photographs to add to their 'passports' as part of a project on space. They work comfortably with numbers at an appropriate individual level. Their enjoyment of their learning is evident. Toddlers are proud to take their first steps and older Nursery children participate enthusiastically in singing French songs. Focused questioning encourages the children to be active learners. Personal and emotional development is evident in the children's willingness to discuss any concerns with key staff and in the sensitive resolution of any dispute. Children are encouraged to think about the well-being of their peers and to leave any activity ready for the next person. They display increasing confidence to choose from the daily range of activities and apply their high levels of concentration equally to adult-led or child-initiated tasks. The effective deployment of teaching and support staff facilitates small group work and individual support.
- 6.11 Since the previous inspection, the outdoor classroom areas have been provided with a cover. Detailed planning ensures that each section provides educational programmes appropriate to each child's needs. The school has recognised that the EYFS is not fully integrated within the whole school as well as a lack of streamlined systems for procedures across the setting. Self-evaluation systems demonstrate the commitment to continuous improvement.
- 6.12 The requirements for children's safeguarding and welfare have been met in most respects.

Compliance with statutory requirements for children under three

- 6.13 In order to meet the requirements of the Childcare Act 2006, those responsible for the registered provision must:
- carry out the required vetting processes on staff in order to ensure that people looking after children are suitable, and ensure that these checks are accurately recorded.

Section 2 includes what the Early Years Foundation Stage should do to improve its provision.