



INDEPENDENT SCHOOLS INSPECTORATE

KINGSWOOD HOUSE SCHOOL

INTERIM INSPECTION

INDEPENDENT SCHOOLS INSPECTORATE

Kingswood House School

Full Name of School/College **Kingswood House School**
DCSF Number **936/6026**
Registered Charity Number **312044**
Address **Kingswood House School**
56 West Hill
Epsom
Surrey
KT19 8LG

Telephone Number **01372 723590**
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Email Address **headmaster@kingswoodhouse.org**
Head **Mr P R Brooks**
Chair of Governors **Mr R Austen**
Age Range **3 to 13**
Total Number of Pupils **189**
Gender of Pupils **Boys aged 3-13 girls aged 3-7**
Numbers by Age
0-2 (EYFS): **0** 5-11: **112**
3-5 (EYFS): **17** 11-13: **60**

Number of Day Pupils **189**
Head of EYFS Setting **Mrs Claire Sargent**
EYFS Gender **Mixed**
Inspection Dates **9th to 10th November 2009**

PREFACE

This report is according to the *Independent Schools Inspectorate (ISI)* schedule for **INTERIM** inspections. The inspection is a two day visit with a focus on compliance with regulatory requirements. ISI inspections occur every three years and have two formats, interim and standard, which usually occur in an alternating pattern. The school's next inspection will therefore follow the standard schedule, which includes two visits totalling five days and places greater emphasis on the quality of education and care in addition to reporting on regulatory compliance. The school's previous inspection was in January, 2006.

The ISI is the body approved by the Government for the purpose of inspecting schools belonging to Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2003 as subsequently amended with effect from January 2005, May 2007 and February 2009. The range of these Regulations is as follows.

- (a) The quality of education provided (Curriculum)
- (b) The quality of education provided (Teaching)
- (c) The spiritual, moral, social and cultural development of pupils
- (d) The welfare, health and safety of pupils
- (e) The suitability of staff, supply staff and proprietors
- (f) The premises and accommodation
- (g) The provision of information
- (h) The manner in which complaints are to be handled

Legislation additional to the welfare, health and safety Standard is as follows.

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

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

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 31st 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 Children, Schools and Families (DCSF) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection does not examine the financial viability of the school or investigate its accounting procedures. The inspectors check the school's health and safety procedures and comment on any significant hazards they encounter: they do not carry out an exhaustive health and safety examination. Their inspection of the premises is from an educational perspective and does not include in-depth examination of the structural condition of the school, its services or other physical features.

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INSPECTION EVIDENCE

1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Kingswood House School, founded in 1899 as a boarding school for boys, moved to the present site in 1920. In 1963 an educational trust was established with a board of governors, and the school then became a day school. Girls were welcomed into the pre-preparatory department in 2004. The school aims to create a secure, caring and friendly environment in which pupils are encouraged to succeed in all areas of the curriculum, and to show respect for other people and the environment.
- 1.2 The school has 189 pupils on roll and is divided into three sections. The pre-preparatory department with 40 pupils (boys and girls) includes the Early Years Foundation Stage (EYFS) and Years 1 and 2. There are 63 boys in the junior department, Years 3, 4 and 5. The senior department has 86 boys in Years 6, 7 and 8.
- 1.3 The ability of pupils overall is above the national average, encompassing a wide range of ability. The pupils come mainly from business and professional families, having a range of different ethnic and cultural backgrounds, and most live relatively close to the school.
- 1.4 The most recent development at the school has created new facilities for the school's Study Centre, which provides specialist help for pupils who have learning difficulties and/or disabilities (LDD) including statements of special educational needs (SEN). The school has identified 67 pupils as having LDD and of these 59 receive specialist support. Nineteen pupils have a statement of special educational needs. No pupil at the school has English as an additional language (EAL). One member of the study centre staff is qualified to provide appropriate EAL support when it is needed.
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups within the school.

2. THE SUCCESS OF THE SCHOOL

The quality of the pupils' achievements and their learning, attitudes and basic skills

- 2.1 Achievement and learning are good, and the pupils have very positive attitudes to learning. Careful identification of the abilities and needs of each individual ensures that good progress is made both in the basic skills of English and mathematics and in wider areas of learning.
- 2.2 Pupils make good progress in relation to their abilities and in many cases, including some pupils who come to the school with LDD or SEN, excellent progress occurs. Academic achievements include all pupils gaining entry to their first choice school and a number of scholarships have been awarded for art, games, music, and all-round achievement to local selective independent schools.
- 2.3 The curriculum is good; it is carefully balanced for pupils of all ages and is well supported by a varied programme of extra-curricular activities. The pupils' learning is enhanced by many trips and visits. The programme for pupils identified as gifted and talented offers further challenge, and is open to other interested pupils. Pupils enjoy opportunities for independent research using information and communication technology, and the library. As yet, the scheme for personal, social and health education (PSHE) is not fully developed, limiting opportunities for learning and development for some.
- 2.4 Teaching is good overall with a significant proportion that is outstanding. The best teaching was characterised by excellent planning, skilful control of time, well-directed questioning and an insistence on making pupils think for themselves. Some inconsistencies exist in the quality of both lesson planning and marking. The best was excellent but some handbooks lacked up to date reviews and targets and some marking did not enable pupils to improve.
- 2.5 The quality of the pupils' personal development is outstanding, supported by excellent spiritual, moral, social and cultural development. In a senior school assembly the ways in which the school builds pupils' confidence and self-esteem were seen in action with the presentation of a variety of awards, including the valued "caught being good" award. The pupils exhibit a strong moral sense and appreciate opportunities for discussion of right and wrong. They learn about public institutions and services in Britain in many different contexts including visits by the local MP and talks given by the police.
- 2.6 The social development of pupils is outstanding; behaviour in all areas of the school is excellent. Pupils enjoy many opportunities to take responsibility in whole school and form roles and also, for example, in the library. The result is a well integrated school community. Boys take great pride in the fund raising they organise on house charity days. Cultural understanding develops through work on a number of faiths in religious education lessons and boys unselfconsciously and proudly share their experiences. As a result their cultural development is excellent.
- 2.7 The arrangements for pastoral care for the pupils are outstanding and reflect the school's aims. An integrated system of monitoring and support for the well being of pupils includes the work of form and house staff, the Study Centre, the use of the on-line incident record book, the involvement of parents, and careful follow up with pupils. Pupils spoke very highly of the care they receive and said that they knew

who to turn to if they had a problem; many said that they had chosen the school because they appreciated the supportive atmosphere. Parents were overwhelmingly positive about pastoral care in the school.

- 2.8 The school has excellent arrangements for health and safety in all the areas required by the Regulations and has created a safe environment for its pupils.

The effectiveness of governance, leadership and management

- 2.9 Governance is of high quality. Governors have a wide spread of appropriate expertise which is well used in the current committee structure. Minutes show that the governors are abreast of regulatory requirements. They are also involved in careful consideration of plans for the future of the school, both for staffing and buildings.
- 2.10 Leadership and management are good with some outstanding aspects. The leadership of the school has created a clear ethos of respect for the individual pupil and sense of purpose in line with the school's aims. The management team analyses the needs of the pupils carefully and plans well in order to meet these needs. Monitoring of teaching needs to be further developed to bring standards consistently up to the best.
- 2.11 The school has appropriate systems in place to ensure the suitability of staff and governors for work with children. The standard of accommodation and premises is good; the recent new development of the Study Centre provides excellent facilities. Plans are in place for phased redevelopment of many other areas of the school.
- 2.12 The quality of links with parents is excellent. Parents are very supportive of the school and value highly the many ways in which they are kept informed about the school lives of their children. Reports to parents are regular and very informative. Other sources of information include parents' meetings, invitations to specific events, newsletters and email contact with parents.
- 2.13 The complaints procedure for parents meets requirements. No formal complaints have been registered in the last year and in the responses to the parental questionnaire, parents report that their concerns are well handled. The school's philosophy is that dealing with issues quickly nips many problems in the bud.

3. MAIN SCHOOL: ACTION POINTS

(a) Compliance with regulatory requirements

- 3.1 The school meets all the requirements of the Independent School Standards Regulations 2003, as subsequently amended.

(b) Recommended action

- 3.2 The school is advised to make the following improvements:
1. to further develop the monitoring of teaching to ensure greater consistency of standards in all areas, including planning and marking; and
 2. to further develop and formalise the scheme of work for PSHE.

4. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

- 4.1 The setting for the Early Years Foundation Stage (EYFS) within the school comprises two inter-connecting classrooms, cloakroom and toilet area, and a grassed outside area with climbing frame, play boat and gazebo. A small hall is used for shared assemblies with Years 1 and 2. There is a maximum of 16 children in each class. The setting aims to develop the individual abilities of each child through participation, enjoyment and success in all areas of learning and development.
- 4.2 The overall effectiveness in meeting the needs of children in the EYFS is outstanding. Staff recognise the uniqueness of each child through detailed monitoring of learning and development. Partnership with parents is extremely effective with regular meetings to discuss children's progress. Parents are often used as a learning resource; a father talking about his work as a traffic policeman. There is a strong commitment to continuous improvement through ongoing self-evaluation. School improvement plans include specific targets for the EYFS.
- 4.3 Leadership and management throughout the EYFS is outstanding. Stringent vetting procedures ensure children are safeguarded. Policies are updated annually to reflect the particular needs of the EYFS. Staff are appropriately qualified and there is a strong commitment to professional development. Risk assessments are regularly reviewed for school-based activities and outings. Supervision and monitoring of EYFS staff by senior management is excellent. Detailed monitoring of learning and development is recorded in individual 'Special Books' that contain observations, examples of work and assessments linked to the Foundation Stage Profile. Resources and staff deployment are well managed providing children with a supportive and stimulating environment. Since the previous inspection, changes have been made to the decor and layout of the EYFS classrooms providing a calmer, more accessible and flexible environment. There are very good links with parents who comment on the quality of support and feedback. Parents consistently report a high level of satisfaction with the provision made within the EYFS.
- 4.4 The quality of provision in the EYFS is outstanding. Children have access to a wide range of well planned, purposeful play activities. Outdoor learning opportunities are good, particularly with regard to knowledge and understanding of the world and physical development. However, there are limited opportunities for free-flow access to the outdoors. Planning is very good and takes note of children's individual abilities, interests and needs. Opportunities for active learning are excellent. Learning resources are safe and appropriate for the children's age, with regular safety checks carried out. The promotion of health and well-being is outstanding. Positive behaviour and attitudes to learning are promoted by a well-organised system of "Golden Rules" and excellent role-modelling by staff.
- 4.5 Outcomes for children in the EYFS are outstanding. Progress for all children is very good across all areas of the curriculum. Adult-led activities are used to introduce themes, with child-initiated activities provided to extend learning. Children show great enthusiasm and enjoyment for learning. Excellent support is provided to help each child achieve his/her potential. Concepts of risk and understanding of how to stay safe are well developed. The children have a positive attitude to physical activity and make appropriate choices about food and drink. Co-operation and communication between children is outstanding. Staff encourage the use of literacy,

problem solving and numeracy skills throughout the day, for example using numbered mats at circle time.

5. EARLY YEARS FOUNDATION STAGE: ACTION POINTS

(a) Compliance with the Early Years Foundation Stage requirements

- 5.1 The school's provision for childcare meets the requirements of the Early Years Foundation Stage and no action is required.

(b) Recommended action

- 5.1 The Early Years Foundation Stage setting should take the following action to improve:
1. develop the use of the outside area as a learning environment across all areas of learning and development to allow greater free-flow access to the outdoors throughout the day.

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/governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended registration sessions and assemblies. 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 Gwen Caddock
Mr Martin Bruce
Mr Chris Manville

Reporting inspector
Junior Team Inspector (Head, IAPS)
Early Years Lead Inspector