

Kings Bournemouth

58 Braidley Road, Bournemouth, Dorset BH2 6LD

Inspection dates

9–11 October 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall experiences and progress of children and young people in the boarding	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The principal provides strong leadership. His actions have changed the culture of the school. Consequently, the leadership and management of the school, and the boarding provision, have improved significantly since the previous inspection.
- Students in the academic department and the English as a foreign language (EFL) department make good progress across a range of courses. In particular, students make strong progress in mathematics and science.
- A small minority of students, especially the least able and those who do not attend regularly, do not make good progress. They sometimes feel left behind when the rest of the class move on to new ideas.
- The quality of teaching overall is good, but it varies between courses. For example, some teachers' questioning is not good enough.
- Teachers form positive, trusting relationships with students in the school and boarding provision. Pupils behave well and therefore the use of surveillance cameras in the boarding provision requires review.
- Teachers generally assess students' attainment well. However, the system for students' initial assessment is not yet fully developed.
- Teachers in all subjects pay close attention to students' vocabulary development.
- Senior leaders ensure that the curriculum is enriched by a programme of tutorials that supports students' personal development well. Students have a good understanding of British values.
- Middle leaders share the principal's vision for improving the quality of teaching and learning across the school. However, systems for monitoring the quality of teaching are not yet consistently effective in all departments.
- Students are given timely advice about university applications. Even so, the range of options presented to them is not wide enough.
- Staff provide good pastoral care at this boarding school. Students develop secure, warm relationships with the adults who care for them. As a result, students make friends, gain confidence and improve their English skills.
- Residential staff, host families and school leaders make students' safety a high priority. Students feel safe while living away from home and know how to report any worries. Staff act swiftly when safeguarding concerns are raised.

Compliance with regulatory requirements and national minimum standards for boarding schools

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards'), the national minimum standards for boarding schools and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching and raise students' achievements by:
 - making sure that teaching supports the least able students to make strong progress
 - fine tuning the system used to measure students' knowledge and understanding when they arrive at the school for their initial assessment
 - ensuring that the quality of teaching and learning on all courses is as good as the best in the school
 - providing teachers with further training on the effective use of questioning.
- Improve students' personal development, behaviour and welfare by:
 - extending the advice students receive about their future career pathways to include a wider range of vocational options
 - raising the rate of attendance of identified groups of students in the EFL department
 - reviewing the use of surveillance cameras in the boarding accommodation.
- Improve leadership and management by extending the system for monitoring the quality of teaching and learning so that it encompasses all teaching programmes.

Inspection judgements

Effectiveness of leadership and management	Good
The effectiveness of leaders and managers in the boarding provision	Good
How well children and young people are helped and protected in the boarding provision	Good

- The principal and senior leaders have ensured that all of the independent school standards and the national minimum standards for boarding schools are met.
- The principal's determined leadership has brought about improvements in many aspects of leadership and management. He has a vision for 'one school', ensuring that the best practice from each department is shared and followed by all. A large majority of teachers support this vision.
- The principal has restructured the leadership team and defined senior leaders' roles clearly. Staff at all levels are invited to contribute to plans for developing the school, and so the principal has established a collaborative culture. Most members of staff are prepared to accept their weaknesses and learn from each other's strengths.
- Senior leaders make good use of audits and reviews of the quality of the boarding provision. Leadership of the boarding provision is strong. This contributes significantly to the rapid improvements that have taken place since the previous inspection.
- By raising expectations of teachers, the principal is rapidly improving the quality of teaching and learning across the school. Teachers receive training in line with their professional development needs, and so their skills are improving. For example, teachers have been trained in the use of the new assessment system.
- Middle leaders take responsibility for improving students' progress in their areas of responsibility. They have developed effective methods of monitoring the quality of teaching in these areas of responsibility. However, these methods are not yet fully established in every area.
- Senior leaders ensure that the curriculum provides students with a broad range of experiences that go well beyond the core courses they have enrolled on. Students take part in an extensive tutorial programme. This helps students understand and accept the importance of tolerance, democracy and the rule of law in modern Britain.
- Students take part in a range of extra-curricular activities, including sports and cultural events. For example, students are preparing a production of 'The Tempest' for the end of term. Students' confidence and emotional health and well-being are promoted well by these activities.
- Middle leaders include opportunities to develop students' spiritual, moral, social and cultural understanding in each subject. In particular, middle leaders in the EFL department enrich the curriculum well with resources that help students gain good insight into British culture.
- Senior leaders' efforts to improve attendance have had only limited success. Particular groups of students, especially in the EFL department, still find it difficult to attend regularly. Senior leaders are acutely aware of this. They have made credible plans for

improving the attendance of students in the EFL department, but these have not had time to have a full impact yet.

Governance

- The board of directors is well informed about the strengths and weaknesses of the school. Through its operations team, it provides effective challenge to senior leaders and so holds them responsible for the performance of the school.
- The board of directors has made sure that sufficient resources are available for the school to improve the experience of students who stay in the boarding provision. For example, by employing more staff and so ensuring better supervision.

Safeguarding

- The arrangements for safeguarding are effective. The school has a suitable safeguarding policy published on its website.
- School staff are suitably trained in safeguarding. The principal is unremitting in his effort to promote an awareness of safeguarding as everyone's responsibility. A group of senior leaders form a safeguarding team. As a result, staff with a suitable depth and breadth of understanding are always available in the school.
- Senior leaders take swift and appropriate action if they have concerns about a student's welfare. They follow up tenaciously to check that other agencies' actions are effective in preventing harm to students who are at risk.
- The attention given to the safety and welfare of students is a strength of this school. Staff in the boarding provision and host families are attentive to students' individual needs and alert to signs when students are upset or unwell. School leaders work successfully with the police, health services and safeguarding agencies. Collaboratively, they ensure that students receive the support they need.
- The proprietor is well aware of the particular risks faced by foreign students living away from home in the UK. He has taken steps to work with the UK Visas and Immigration service to ensure that these risks are minimised.

Quality of teaching, learning and assessment

Good

- The quality of teaching, learning and assessment is good because the principal has raised teachers' expectations of what students are capable of achieving. This is one aspect of the cultural change he has initiated across the school. Nevertheless, some teaching is still not challenging enough and so some groups of students do not make the progress they should.
- Many teachers use questioning to pinpoint students' misconceptions precisely and so vary their teaching approach during lessons. Even so, some teachers are not sufficiently skilled in using questioning.
- Teachers are adept at welcoming students from a wide range of nationalities and backgrounds. They build trust quickly with students. Consequently, students are motivated to work hard from the beginning of their courses.
- Teaching across the school develops students' literacy skills well because staff place a

high priority on the acquisition of English language skills.

- Teachers have been trained in the use of a new system for assessing students' attainment when they arrive at the school. Teachers assess students' attainment regularly and accurately. However, teachers only have one year's experience of the new assessment system and so they are not fully confident in its use yet.
- Teachers use technology well to present students with varied and interesting activities. Teachers use digital resources well, particularly in the EFL department. These resources enable students to complete demanding homework activities, and so extend their classroom-based learning.
- Students are satisfied with the quality of teaching at the school. The school's survey of students' opinions shows the large majority of students believe they are taught well and make good progress. Many students return to the school in subsequent years for further study.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote students' personal development and welfare is good.
- Students are supported well by staff through a tutorial programme. This helps to build students' self-confidence, and so students are better able to engage in lessons.
- Students take pride in their work. They are well motivated. Students present their written work to a good standard even though, for some, writing in English is a challenge.
- Teachers ensure that students understand the risks they face in modern Britain. Teachers give students good advice about how to use the internet safely and how to protect themselves from other risks. For example, following an incident last year, members of staff went out on the beach to reassure students about their safety. As a result of such efforts, students are kept safe and feel well cared for.
- Senior leaders encourage good behaviour and hard work by giving students regular rewards and recognition in assemblies. Some students, who have previously found it difficult to work diligently, have shown marked improvement in effort as a result.
- Students in this diverse school accept each other readily, and so the rate of bullying incidents is very low. As the principal commented, 'The thing that all our students have in common is that they're all different.'
- Students receive effective advice about their next steps when they finish their courses. Teachers' advice about applying to university is well developed. The school's strong community links enable students to find suitable work experience placements in the local area, for example at a local hospital. However, there is too little guidance for students about vocational training programmes.

Behaviour

- The behaviour of students is good.
- Students behave well in lessons. They listen carefully to their teachers and to each other. As a result of this good conduct, learning is rarely interrupted.

- The school's three sites are all calm and orderly places to learn. Although each building is different, they share the same positive, business-like atmosphere. Students respect their environment. There is little graffiti or damage of any sort around the school.
- Students' conduct is good during breaks between lessons. Students from all nationalities mix well together. Their acceptance of each other's differences leads to a strong feeling of community.
- When staying with host families, and at the boarding accommodation, students are well behaved. They understand clearly the rules and expectations. On the rare occasions when students do not follow the rules, staff apply sanctions that have an impact on students' free time. For example, students are asked to be present for early breakfast. These sanctions are effective and rarely have to be repeated.
- Teachers apply the behaviour policy consistently. Senior leaders deal quickly and firmly with the rare serious incidents that happen. They exclude students when necessary, but the rate of exclusions is low.
- Students' rate of attendance in the academic department is consistently high. Very few students in this department are persistently absent. However, some students taking courses in the EFL department do not attend regularly. Their poor attendance limits their progress.

Outcomes for pupils

Good

- Students in the academic department of the school make good progress, particularly on the advanced level foundation (ALF) programme. Students achieve good results in the mathematics module and the English communication and study skills module. These modules equip students well for learning at university.
- Students make strong progress in GCSE mathematics and science. Some students' progress is particularly rapid because they follow an 'accelerated course' and complete GCSE qualifications after only one year of study. Last year, the attainment of a small number of students in GCSE English did not match the high attainment in previous years and was not good enough.
- Students join the EFL department from many countries and select from a wide range of English language courses at a variety of levels. The majority are well taught and so make good progress from their different starting points.
- The school provides an arts programme that gives students a range of creative experiences, such as drama and craft activities. Teachers use these activities to develop skilfully students' self-esteem and communication skills. Subsequently, these students are better able to take part fully in lessons because they are more confident to speak out when necessary.
- Students arrive at the school with a wide range of knowledge and understanding. They are accepted and welcomed by teachers regardless of their background. Most teaching enables students of all abilities to thrive, but some teaching does not support the least able students well enough. Some of these students do not make good progress.
- Students are well prepared for the next stage of their education or training. Many students apply to universities in the UK. A high proportion of them are successful.

Overall experiences and progress of children and young people in the boarding provision Good

- Students receive good pastoral care and support at this boarding school. School staff, host families and school leaders strive to give the students a positive experience of living and learning in the UK, regardless of the length of their stay.
- Students report that they get along with each other, and the adults who care for them. Students' positive relationships promote their well-being when away from home for long periods.
- Students benefit from their boarding experience. In addition to learning English language skills, they gain in confidence and grow in their personal and social development. Students recommend this boarding school. Many have returned for additional courses.
- Students receive a warm welcome to this school through a structured induction programme. Senior leaders provide a range of useful information through the website. Students staying with host families receive brief details of the family members, any pets and their house. However, this information does not include photographs.
- Host families and their homes are subject to stringent checks to ensure that they offer a safe, comfortable environment. The boarding accommodation offers single and twin en-suite rooms. Routine checks on maintenance and fire safety ensure that students reside in a safe environment. However, the use of surveillance cameras in communal areas requires review. Well-behaved students and sufficient boarding staff negate this level of restriction.
- Boarding accommodation is a short distance away from the school buildings. Students are provided with maps and details on how to travel locally. In addition, they are taught personal safety while living in an unfamiliar town and so understand clearly how to avoid risks.
- Students' individual needs are monitored well through a welfare team made up of academic and boarding staff. For students who need some additional support, arrangements are made promptly to ensure that it is provided. However, health and welfare plans are not always formalised into a written document to share with the adults who need to know.
- Students are encouraged to share any concerns or ideas. Suggestion boxes, surveys, meetings and the student council provide useful forums to express their views and wishes. Student requests to change their accommodation arrangements are dealt with promptly and with sensitivity.

School details

Unique reference number	138333
Social care unique reference number	1233894
DfE registration number	837/6009
Inspection number	10053791

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Other independent school
School category	Independent boarding school
Age range of pupils	14 to 25
Gender of pupils	Mixed
Number of pupils on the school roll	237
Number of part-time pupils	0
Number of boarders on roll	26
Proprietor	Prime Education and Training
Chair	Nigel Pamplin
Headteacher	Andrew Short
Annual fees (boarders)	Academic £6,585–£22,848 EFL £339–£4,048
Telephone number	01202 293535
Website	www.kingseducation.com
Email address	andrew.short@kingseducation.com
Date of previous inspection	13–15 December 2016

Information about this school

- Kings Bournemouth is one of a group of schools owned and operated by Prime Education and Training under the Kings Education brand. It offers international students general and linguistic education and preparation for university entrance in the UK and the United States of America.
- The proprietor provides challenge and support to Kings Bournemouth through an operations team that also supports the other centres in the UK.
- The school is a Tier 4 partner with the UK Visa and Immigration service.
- The school has two departments. The academic department provides qualifications including GCSEs, iGCSEs, A levels, an international business foundation and an advanced level foundation programme. The EFL department provides a range of language programmes, including the Cambridge Exams Suite, Compact English, English plus Business and Finance, and an IELTS preparation course.
- The school currently has 237 students on roll of which 200 are over 16 years old. Therefore, all judgements for sixth-form students are contained in the main body of the report.
- The number and age of students on roll varies throughout the year because the number, type and length of courses on offer differs throughout the year. Students are from a wide range of countries around the world.
- There are no disadvantaged students. There are no students who have special educational needs and/or disabilities. No students have an education, health and care plan.
- The school operates from three buildings. Two are close to each other in a residential area of Bournemouth. The other is in central Bournemouth. The school uses other local facilities, including public sports facilities and a local church hall. The school does not use any alternative off-site providers.

Information about this inspection

- Inspectors held meetings with directors from the operations team, the principal, senior leaders and middle leaders. The lead inspector held a telephone conversation with the proprietor.
- Inspectors observed learning across a range of subjects and age groups in the academic department and the EFL department. Some of these were conducted jointly with senior leaders. Inspectors scrutinised a range of students' written work.
- The lead inspector met with the school's student council. Inspectors met with other groups of students, including those students who live in home stay accommodation.
- Inspectors took account of the school's analysis of students' views.
- Inspectors visited the boarding house and spoke with students about their experience of the residential facilities.
- Inspectors looked at a range of documentation, including development plans, analysis of students' progress, attendance and behaviour logs, safeguarding documents and the school's review of its own performance.

Inspection team

Paul Williams, lead inspector	Her Majesty's Inspector
Nick Crombie	Her Majesty's Inspector
Martin Bragg	Ofsted Inspector
Clare Davies	Social Care Regulatory Inspector
Michelle Oxley	Social Care Regulatory Inspection Manager

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

Parent View

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018