

# King's School

## Inspection report

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<b>Unique reference number</b>	132382
<b>Local authority</b>	Service Children's Education (SCE)
<b>Inspection number</b>	384985
<b>Inspection dates</b>	17-19 January 2012
<b>Lead inspector</b>	James Kilner HMI

This inspection of the school was carried out under section 5 of the Education Act 2005.

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.

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<b>Type of school</b>	Secondary
<b>School category</b>	Ministry of Defence
<b>Age range of pupils</b>	11-18
<b>Gender of pupils</b>	Mixed
Gender of pupils in the sixth form	Mixed
<b>Number of pupils on the school roll</b>	760
Of which, number on roll in the sixth form	108
<b>Appropriate authority</b>	Service Children's Education
<b>Vice-Chair of SGC</b>	Colonel Peter Gosney
<b>Headteacher</b>	Garry Trott
<b>Date of previous school inspection</b>	February 2009
<b>School address</b>	Mansergh Barracks Gutersloh Germany
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<b>Age group</b>	<b>11-18</b>
<b>Inspection date(s)</b>	<b>17-19 January 2012</b>
<b>Inspection number</b>	384985

**Boarding**  
**Social care inspector**

King's Hall  
Wilfried Maxfield SCRI



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## Introduction

### Inspection team

James Kilner	Her Majesty's Inspector
Jane Wotherspoon	Her Majesty's Inspector
Christopher Russell	Her Majesty's Inspector
Wilfried Maxfield	Social Care Regulatory Inspector

This inspection was carried out with two days notice. Inspectors observed 30 teachers teaching 30 lessons. The inspectors also made short visits to a series of lessons across the school. Meetings were held with groups of students, the Chair of the School Governance Committee, and school staff, including senior and middle leaders. The inspectors observed the school's work and looked at a number of documents, including the school development plan, departmental improvement plans, safeguarding and behaviour policies, and minutes of the school governance committee meetings. Documents, records and policies relating to the boarding provision by the school were also scrutinised together with responses to the boarding questionnaire from eight parents and carers. The social care inspector also looked in detail at the responses made by boarding students to the school's boarding questionnaire completed shortly before the inspection. Inspectors scrutinised 322 parental and carers' questionnaires, together with those completed by students and staff.

## Information about the school

King's School provides education for students aged 11 to 18 and is the largest secondary school for service children. It serves the military communities of Gutersloh, Munster, Paderborn and Bielefeld. The vast majority of students are of White British heritage although increasingly students from a number of minority ethnic groups are joining the school with around ten percent of students who are learning English as an additional language. The school has 66 students boarding on a weekly basis. There is a lower than average percentage of disabled students and those with special educational needs and no students are entitled to a free school meal. The school meets the government's current floor standards, which set the minimum expectations for students' attainment and progress. The school achieved Healthy School Status and Investors in People Status in 2008.

The school experiences a high rate of mobility, with 26% of the school population in 2010-11 experiencing admission and transfer other than at the usual time of admission/ leaving.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

<b>Overall effectiveness</b>	<b>2</b>
<b>Achievement of pupils</b>	<b>2</b>
<b>Quality of teaching</b>	<b>2</b>
<b>Behaviour and safety of pupils</b>	<b>1</b>
<b>Leadership and management</b>	<b>2</b>

## Key findings

- King's is a good school. Students' behaviour is outstanding and any deviations from the accepted code of conduct are dealt with fairly and consistently. The provision for boarding is outstanding and boarders enjoy their time in the school. The sixth form is satisfactory and improving. The very large majority of parents and carers responding to the questionnaire hold very positive views of the education and care provided for their children.
- The headteacher provides exemplary leadership with an unrelenting drive to achieve the school's aim for excellence through 'working together for success'. He is ably supported by a strong team of senior leaders and an effective school governance committee. Subject leaders are effective in holding teachers to account for the standards achieved by students although their role in classroom monitoring is less well embedded in some subjects. Opportunities for students to develop their literacy and numeracy skills across all subjects are not currently evaluated by subject leaders.
- The overall good curriculum is exciting and provides an increasingly wide range of opportunities for students to develop and practise their basic skills.
- Students learn and achieve well and, for the most part, make consistently good progress as they move through the school. The longer students stay at Kings, the more progress they make; for those in Key Stage 4 progress is often outstanding. Consequently, by the end of Year 11 students' attainment is well above the national average. While there are some recent improvements, progress is less rapid in the sixth form.
- Teaching is good overall and on occasions outstanding. The most effective practice is exemplified by rapid and purposeful pace in lessons. Accurate marking of students' work and constructive feedback leaves them in no doubt about how to improve. On a few occasions, relative weaknesses in lesson planning, use of questioning and underdeveloped use of marking inhibit

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students from making even better progress.

- The school does much to champion the welfare and safety of individuals so it is not surprising that students, including boarders, feel safe and secure.

## **What does the school need to do to improve further?**

- Increase the amount of outstanding teaching that enables more students, particularly in the sixth form, to make outstanding progress by ensuring that:
  - all teachers make full use of assessment information about individual students when they plan their lessons to ensure the work is well matched to their needs
  - ongoing or classroom work is consistently marked to a high standard, so that students are able to reflect on and improve their work
  - all teachers make effective use of probing questions to check and extend students' understanding.
- Strengthen the involvement of subject leaders in school management by:
  - ensuring that all are fully involved in monitoring the quality of teaching and learning for their particular subjects
  - monitoring the consistency with which students make use of their reading, writing and mathematical skills across all subjects.

## **Main report**

### **Achievement of students**

Students' levels of attainment at the end of Key Stage 4 are overall well above average. There are some particular strengths, including the proportion of students gaining GCSE grades at 5A\* to C including English and mathematics, and those gaining 5A\* to G grades, including English and mathematics. Students who join the school during Key Stage 3 gain higher GCSE results than those who join in Key Stage 4. Attainment on entry into the sixth form is below average and does not reflect the above-average levels of attainment at the end of Year 11, due to movement of students from the school at the end of Key Stage 4. While examination results in the sixth form were below expectations in 2010, they have since recovered and students' attainment is now closer to the average.

Overall, students make good progress and this was reflected in a good pattern of progress seen in lessons. Although improving, progress is less marked in the sixth form. Students for whom English is an additional language make good progress due to the good quality of recently implemented support provided for their individual

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needs. Disabled students and those with special educational needs make similar progress to their peers. Progress is particularly strong in some subjects, for example in mathematics. Students work well collaboratively; for example in a history lesson students discussed in groups the achievements of Pasteur and Koch and how Jenner would have felt if he had been able to see their research. Parents' and carers' responses to the questionnaires are almost unanimous in the view that their children make good progress, which is reflected in the inspection findings.

Increasingly students make good use of literacy and numeracy skills in other subjects, such as when using scientific terminology to describe processes of change in a food technology lesson. Where given sufficient guidance by their teachers students increasingly take responsibility for managing and improving their learning, for example in English lessons. However, where guidance is patchy or not given at all, progress is not as marked. Students enjoy reading from a good range of books in the well-resourced library. They show an understanding of different genre of books and talk knowledgeably about why they enjoy a particular author's work.

### **Quality of teaching**

Teaching is typically good overall and on occasions outstanding, although the school recognises that a small proportion of lessons are satisfactory. Parents and carers are wholly positive about the quality of teaching in the school and students also say that they enjoy their learning. A carefully planned curriculum meets students' needs and makes the most of opportunities to enrich their learning through adventurous visits as well as links with host nation schools and organisations. Lessons are planned well with some teachers providing relevant opportunities for students to use their reading, writing and mathematical skills in specialist subjects. In less successful lessons learning activities are not always accurately matched to the individual needs of the students, resulting in progress that depends on the level at which the work is set for the whole class. In the very best lessons, teachers' enthusiasm and passion for their subjects are infectious, significantly engaging students and encouraging them to make full use of their independent learning skills. In the main, teachers' good questioning skills help to deepen students' understanding. For example in a mathematics lesson using negative numbers students not only had to give their answer but explain to their peers how they had arrived at that conclusion. Where questioning is less effective students are not consistently encouraged to give such fulsome explanations. Teachers make regular use of opportunities, such as talking in pairs, for students to discuss and to clarify their understanding and to increasingly involve them in self-assessment. This contributes much to students' good spiritual, moral, social and cultural development as they respond sensitively to the views of their peers which may sometimes be at odds with their own. An example included a lively debate on capital punishment. Although the majority of students' work is accurately assessed and regularly marked teachers do not make the fullest use of marking to ensure students take the steps identified to improve their own work systematically and securely.

### **Behaviour and safety of students**

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The vast majority of students are worthy ambassadors for the school. Students are courteous and well mannered and these exceptional standards are maintained despite the high levels of student mobility. The very large majority of parents and carers are confident that the standard of behaviour at this school is good and are equally confident that their child is safe. There is convincing evidence that behaviour has been improving over time. All students, including boarders, are exceedingly well integrated and learn to be tolerant and value and respect themselves and others. Consequently the school is a harmonious community where students from different nations and cultures come together to enjoy their time exploring learning and developing their social and academic skills. The vertical tutor groups, which bring together small groups of students across the age range under the careful tutelage of teachers, are a real strength in generating students' support for one another. Students have a high level of respect for their environment which is litter and graffiti free. Almost all students respond to the school's fair and consistently implemented behaviour policy so that movement around school and at social times is well ordered and safe. Incidents of bullying are rare, with students fully aware of what to do if they felt it was an issue. Attendance has been improving over successive years and is now above average. Safety for all students, including boarders, is outstanding and is at the heart of the school. Students have a strong awareness of internet and mobile phone safety. The school's child protection officer works highly effectively to promote a robust culture of safety and vigilance to keep boarders and day students safe. The school is highly proactive in monitoring any concerns and involves parents and external professionals at all levels.

**Leadership and management**

The school is well led and managed. Leadership and management of boarding are outstanding. Boarding is at the heart of the school and has the support of a team of dedicated, experienced and well trained managers.

Effective leadership has resulted in good improvements ensuring that by the time they reach Year 11 students' attainment is well above the national average although progress is less rapid in the sixth form. A systematic focus on continuing professional development, driven by the clearly identified needs of the students, ensures the quality of teaching continues to improve. Systems for recording and analysing assessment data are good and enable subject leaders to evaluate students' attainment and progress within subject areas. Although there are examples of where students are using their literacy and numeracy skills across all subjects the effectiveness and consistency of implementation is not being monitored. Consequently, areas of good practice and subjects where it requires more development are not yet clear to subject leaders. The senior leadership team have a strong understanding of the school's strengths and areas for improvement, equipping the school with a clear path of development. Consequently, the school's capacity to improve in the future is good. Arrangements to keep boarders healthy and active are particular strengths of leadership and management. Appropriate checks and vetting procedures are in place to ensure suitability of staff. Pastoral leadership throughout the school is particularly strong, heads of house and boarding are resolute in their

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ambition to ensure students' safety and well being. Transition arrangements for students new to the school and new to the boarding experience are very good. Staff are vigilant in their monitoring of equality and diversity in students' pastoral and academic achievements and are swift to intervene should any potential problems emerge. For their part students feel safe from harassment or discrimination of any sort. The curriculum provides all students with a range of interesting and stimulating learning opportunities. Its thoughtful implementation allows students to make good progress in their learning and promotes their excellent behaviour and safety and their good spiritual, moral, social and cultural development. Boarders are full of praise for the school providing them with a wide range of stimulating extra-curricular opportunities and activities. Initiatives and enterprise events encourage students to reflect on important issues and encourage fundraising for charities which students have chosen for themselves. Students and parents and carers appreciate the opportunities for vocational studies which lead to appropriate qualifications. Students' choices in the sixth form curriculum are restricted due to their geographical location although the school is doing a good job despite these challenges. The school environment abounds with high quality art work, sensitively displayed in celebration of students' undoubted creative talents.



## Boarding provision

The boarding provision is outstanding. Boarders thoroughly enjoy their experience and say that they feel safe, happy and comfortable in their boarding house. One boarder stated: 'It's so much fun to be here and there is always something interesting to do. We are never bored.'

Boarders readily take on roles and responsibilities within the boarding community and make a significant contribution to its operation. The 'boarding council' is strongly supported by the school and enables boarders to influence and inform decisions within the provision. Pastoral arrangements are highly effective and provide boarders with excellent levels of support. The mentoring system is a particular strength. Houseparents are given a key role in monitoring and supporting individual learning and work effectively with academic staff to coordinate provision. Boarding staff have consistently high aspirations for all boarders.

The boarding accommodation and facilities are of a very high standard and are safe, secure and well-maintained. Individual rooms have been personalised to feel cosy, warm and comfortable. Communal areas are well equipped and provide boarders with a range of equipment and ample space to enjoy socialising and learning. Boarders generally enjoy the good choice of nourishing meals provided and special diets are well catered for.

All areas are comprehensively risk assessed. The maintenance of the building and all of the safety related equipment is highly effective. All students are aware of evacuation procedures and escape routes. Boarders benefit from a group of staff who are very experienced and are fully committed to their personal and social development. The boarding house is always staffed at a very good level.

Record keeping is comprehensive, detailed and helpful to the support of the needs of the boarders. Staff are supported by appropriate guidance in a full range of the required core policies and procedures. However, the Boarding Handbook and the appropriate sections of the school's complaint policies do not contain Ofsted's contact numbers. Staff are fully trained in child protection procedures to a good standard. The staff group's knowledge of individual welfare needs is excellent and they are enabled to champion individual boarders' welfare and safety. However, not all staff have the same consistent procedural knowledge of the school's whistleblowing policy.

*These are the grades for the boarding provision*

<b>Overall effectiveness of the boarding experience/ Overall effectiveness of the residential experience</b>	<b>1</b>
Outcomes for boarders	1
Quality of boarding provision and care	1

Boarders' safety	1
Leadership and management of boarding	1

**National minimum standards**

The school meets the national minimum standards for boarding schools. To improve further the school should ensure that:

- all of the relevant handbooks and policies, including the complaint policy contain the Ofsted and Children's Rights Officer's contact number.
- all staff have a clear procedural knowledge of the school's whistle-blowing policy.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons, and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



31 January 2012

Dear Students

### **Inspection of King's School, Gutersloh, Germany**

Thank you for making us all so very welcome when we inspected your school recently. We particularly enjoyed visiting you in your lessons and joining you in discussions. You go to a good school and your behaviour and safety are outstanding. For those of you who are boarders the provision the school makes for you is also outstanding. These are some of the best things about your school:

- Your school is well led and managed and all the adults strive hard to ensure it continually improves.
- You feel safe and know who to go to if there is ever a problem, your attendance is above average.
- You make good progress through the school and reach above average attainment by Year 11, thanks to good and sometimes outstanding teaching. Progress is a little slower but improving in the sixth form.
- The longer students stay at your school the better progress they make.
- The school takes good care of you and in return you show a very positive attitude to learning.

To help your school to improve even more, I have asked your headteacher and the school governance committee to make more of your teaching and learning experiences outstanding by:

- Planning learning opportunities which are more closely matched to your individual needs.
- Marking your work in such a way that you can reflect on it and improve even more.
- Ensuring that teachers use more probing questions to check and extend your understanding.

We have also asked subject leaders to strengthen the work they do to monitor what is happening in classrooms.

Yours sincerely

James Kilner

**Her Majesty's Inspector**

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