

Kings Bournemouth

58 Braidley Road, Bournemouth, BH2 6LD

Inspection dates 22–24 May 2013

Overall effectiveness	Good	2
Pupils' achievement	Good	2
Pupils' behaviour and personal development	Good	2
Quality of teaching	Good	2
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

Summary of key findings

This school is good because

- Students make good progress in developing their English language skills and almost all who aspire to university entrance achieve their goal.
- Students are keen to learn, behave well and work hard.
- The college provides a safe and stimulating learning environment where most students make the most of their individual capabilities.
- Teachers use their good subject knowledge and expert language-teaching skills to enthuse students and to challenge them well.
- The Principal and senior leaders, supported by the proprietor, are aware of what the college needs to continually improve, and have effective strategies to enable it to do so.

It is not yet outstanding because

- Some lessons do not fully engage the interest of all students.
- Attendance and punctuality in lessons are not consistently high. Data about attendance and punctuality are not evaluated sufficiently well and used to ensure improvement.
- The management of staff performance does not make the best use of the outcome of lesson observations to further improve teaching.
- Students' test and progress data are not evaluated as rigorously as they could be to ensure that students consistently make rapid progress.

Compliance with regulatory requirements

- The school meets schedule 1 of The Education (Independent School Standards) (England) Regulations 2010, as amended by The Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was carried out with one day's notice.
- Three inspectors observed 24 lessons taught by 18 different teachers. They looked at students' work, and held meetings with students, the college Principal and senior managers. The lead inspector met with the proprietor and the two proprietor's representative who work at the college.
- The inspectors looked at the school's documentation, including schemes of work, teachers' planning, records of students' progress, monitoring reports of teaching and learning, and staff training records.
- No parents, carers or students responded to the online Ofsted questionnaires. Questionnaire responses from 46 staff were evaluated.

Inspection team

John Gush, Lead inspector

Additional Inspector

Jennifer Bray

Additional Inspector

Nathaniel Lieberman

Additional Inspector

Full report

Information about this school

- Kings Bournemouth is part of a group of colleges that offers international students English language tuition and preparation for university entrance in Great Britain and the United States of America. It is owned and operated by Prime Education and Training.
- The college was founded in 1957 as an international language college and continues to offer English language tuition to students with varying levels of ability.
- In 2012, it was registered as an independent school to take up to 300 students aged between 14 and 25 years. Currently, the whole college has 337 male and female students on roll, aged from 14 years, with some in the language department who are over 25-years-old.
- The college is situated in two substantial, detached buildings adjacent to each other close to the centre of Bournemouth.
- The college states that its mission is 'to provide a general and linguistic education for young people from all over the world intent on studying in an Anglophone environment' so that they can 'make ambitious, well-informed and broad-minded choices about the way they lead their future lives'.
- There are no students with disabilities or special educational needs and none has a statement of special educational needs.
- The college does not make use of alternative off-site provision.
- This is the first full inspection of the college.

What does the school need to do to improve further?

- Ensure that all learning activities are suitably matched to students' needs and interests so that they have the best possible opportunities to develop their knowledge and skills.
- Analyse students' test and assessment data more rigorously and use the information to further improve student achievement.
- Monitor and evaluate the data regarding students' attendance and punctuality, and establish a more successful procedure to make sure all students attend regularly.
- Extend the arrangements for the management of teachers' performance by:
 - ensuring that all teachers receive regular appraisal
 - using the outcomes of lesson observations effectively to improve teaching and the achievement of students.

Inspection judgements

Pupils' achievement

Good

Students' achievement is good across the range of courses offered at the college. This is a result of effective teaching, a well-designed curriculum and successful efforts made by staff to enable individuals to adapt quickly to studying in English and within the English education system. Their achievement overall is not outstanding because a small number of students do not engage as well as they could during lessons and the attendance of a small number of students needs to improve for them to make the progress of which they are capable. Effective encouragement and support from teachers and managers enables students to make good gains in learning over time. The students make rapid progress with English reading and writing skills and acquire a broad range of knowledge, skills and understanding in all of the subjects taught, in particular in mathematics.

Students taking English language courses achieve successful outcomes in improving and developing their language skills. They make good progress from a variety of starting points that range from learning to form letters and pronounce words accurately to preparing to transfer to higher-level university entrance courses. In the academic department, the college has developed its own university foundation courses at advanced level and these are accepted for entrance to most British universities. These have been offered for three years and have enabled the very great majority of the students involved to gain places at the university of their choice (including some to the Russell group of leading British universities). Results are not yet available for those students taking the newly introduced GCSE and A-level courses but they are predicted, through reliable assessments, to achieve good grades this summer.

Students report that they enjoy the lessons, and this is reflected in their active participation, in the regular improvement seen in the weekly tests and in the high quality of the presentation of their work. The college's provision helps students to develop personal skills and qualities, particularly their motivation, confidence and ability to form effective and valuable relationships both with staff and with their peers.

Pupils' behaviour and personal development

Good

Students' behaviour is good and the very great majority are self-confident, articulate and successful learners. Students know what is expected of them through the thorough induction at the start of their course and the clearly stated code of conduct. Their behaviour, which is well mannered and courteous, enables the college to be an effective learning environment, which they appreciate. It is not outstanding because a small number of students have not responded well enough to the college's messages about the importance of regular attendance, and some minor infringements of the college's code of conduct take place in some lessons.

Students come from a wide range of different countries and cultures, and they relate well to each other. In discussions, they say that their experience at the college helps them to be tolerant towards those with other cultural traditions and to value the differences between them. They report that bullying is rare and that they are free from intimidation and harassment. If any conflict arises due to cultural differences, the college works with a restorative justice approach. Through this, students are successfully encouraged to understand each other's cultural background and develop tolerance of those with different beliefs and expectations. The student services department provides a much-valued resource helping students to resolve any problems or issues that arise, from registering with a doctor to making travel arrangements. The welfare manager works closely with students' residences to ensure that any students who experience difficulties because they are so far from their homes receive the help and support they need.

The college makes good provision for the spiritual, social, moral and cultural development of

students. Seminars and visits from external speakers successfully extend students' awareness in areas such as personal relationships, homelessness and police procedures. These, together with curriculum material, help the students to learn about English values, and about the country's public institutions and services. The school is vigilant in ensuring that balanced political messages are promoted both during the politics lessons and throughout the college. Students enjoy the activities offered. These include a residential visit to Atlantic College on the Welsh coast where they gain self-confidence by taking part in survival challenges, and putting on a multimedia arts performance (most recently 'Romeo and Juliet in Sixteen and a Half Minutes') which help to develop initiative and teambuilding skills.

Student forums for both of the college departments meet each term with representatives elected from all the separate courses. These provide valuable opportunities for students to express concerns and convey their views about how the college operates, and also to experience involvement in the management of the college.

Quality of teaching

Good

The quality of teaching is good and it enables students to make good progress in their lessons and over time. Teachers have high expectations of students' achievement. They plan and structure their lessons well and most are delivered at a good pace. Most lessons include a range of activities, but some lessons do not fully engage the interest of all students. Teachers enthuse students with good subject knowledge. They adapt their teaching styles well to suit the students' learning styles and they are usually aware that a student's prior experience of education, or language skills, may mean that individuals need specific support.

Students are generally focused, cooperative and hard-working in lessons. In many lessons, they are all actively engaged, asking questions and challenging each other. Classroom management is very effective. Homework is set and followed up in lessons, and this gives students additional opportunities to develop and practise their skills. The punctuality to lessons of a few students requires improvement.

Teachers assess students' abilities effectively at the start of their courses, particularly their ability in English, and this enables students to be placed in appropriate groups. Ongoing assessment through regular tests in all subjects enables students to know how much they have learnt. However, test results are not evaluated well enough to enable teachers to make full use of the information available to help students improve their learning. In the best lessons, teachers carefully monitor students' responses to their questions, resulting in effective guidance and thoughtful challenge. Students' work is regularly marked with helpful comments and feedback, and this leads to improved learning in many subjects. Reports are written six times a year and sent to students, to parents and carers, and to the educational agents who place the students. The directors of study comment on all reports and monitor any underperformance, which is then discussed with the college Principal and appropriate action is taken.

Quality of curriculum

Good

The curriculum is good. It is broad-based and flexible, successfully providing students with the opportunity to gain places in the British universities that they choose. It is not outstanding because students are not making outstanding progress and achievement. Students of different ages and starting points are able to choose from the wide range of courses available, and this allows them to learn at a pace suitable to their abilities and to fulfil their ambitions.

The English language courses are open to international students at all levels of spoken English and vary in duration from three weeks to a year. Interesting and relevant textbooks provide contemporary material and are effectively used to promote speaking and listening, and to instigate discussion.

The GCSE courses in English, mathematics, combined science, geography, and information and communication technology are supplemented by informative courses in personal, social and health education, creative arts and physical education, and most students attend with enthusiasm. In this way, the curriculum provides all the required areas of study for students of statutory school age.

The college's one-year advanced level foundation course, and its broad range of two-year A-level courses, provide students with a useful range of options to help them achieve their chosen university course. The Diploma in Hospitality and Tourism offers an effective preparation route for those with a vocational interest in the hospitality, tourism and catering industries. The academic courses all have English language entry requirements. Intensive language teaching, including English for Academic Purposes, is successful in ensuring that they develop the necessary proficiency in speaking, writing, reading and listening to enable them to progress. The syllabuses of different subjects are used well to ensure coverage, good pace and rigour.

A valuable programme of social and extra-curricular enrichment activities enhances the curriculum both during the college day and as part of the residential provision with most students taking part. These include special interest clubs for astronomy, music and a range of sporting activities. Courses in personal, health and social education are available through topical workshops, and seminars respond to students' interest in issues of personal and social development. These have recently involved visiting speakers from Tradecraft, the Big Issue and the local sexual health advisory team. Very effective support and guidance is offered to help students with university application.

Pupils' welfare, health and safety

Good

Good provision is made for the welfare, health and safety of students, and all the regulations for independent schools are met. Students report that they feel safe and well cared for, and that this enables them to learn and make progress. They appreciate the respectful relationships they enjoy with teachers and support staff, and they form close bonds with one another. Policies for managing students' behaviour are clear and implemented well, and bullying is rare. Students understand the college's policy and code of conduct. Where bullying occurs, staff act quickly and fairly, making use of the restorative justice approach to help students adapt their behaviour and avoid repetition.

All staff are trained in child protection. The designated officer for safeguarding, including child protection, has received the required advanced level of training, as have the five senior staff members who deputise in this role. Effective procedures ensure the safe recruitment of staff, and the checks made to ensure suitability are recorded as required on a single central register. The social services department carries out checks on the suitability of the families who provide accommodation for students. Students are appropriately supervised and effective security arrangements are in place at both college buildings.

Risk assessments are carried out to ensure the safety of all the facilities and activities where the students work. All necessary procedures to ensure fire safety are carried out and an appropriate number of staff are trained in first aid. The health and safety policy is carefully implemented. Detailed risk assessments are carried out to ensure that educational visits and activities do not endanger students. Individual students' attendance is recorded accurately and an admissions register is maintained as required.

Leadership and management

Good

The leadership and management of the college are good. The development of new courses and the rapid growth of student numbers demonstrate that the whole staff team shares the high expectations of the Principal and the senior leaders. Self-evaluation is accurate and leaders know

what is needed to continue to increase the quality of the provision. Regular lesson observations take place for all teachers and helpful suggestions for improvement are made which impact positively on teacher performance over time. However, a formal process of appraisal that carefully monitors the way staff respond, and that enables and tracks their improvement, has not yet been fully implemented, although a plan is securely in place to ensure that this happens. Representatives of the proprietor work in close collaboration with the Principal and have good day-to-day awareness of the operation of the college.

The proprietor has provided good facilities to help the students achieve their goals. Classrooms are well maintained and of a good size. Specialist teaching areas include well-equipped science laboratories for physics and chemistry. Appropriate information and communication technology facilities are available throughout the college. The library is well stocked and supplemented by effective internet access.

All the required information for parents, carers and others is provided or made available through information packs or on the proprietor's very informative website. The college's complaints procedure meets requirements and is well implemented with information about making complaints available in a wide range of languages.

The proprietor and college leaders have ensured that all of the independent school regulations are met.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	138333
Inspection number	420246
DfE registration number	837/6009

This inspection was carried out under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, 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.

Type of school	International school
School status	Independent School
Age range of pupils	14–25
Gender of pupils	Mixed
Number of pupils on the school roll	337
Number of part time pupils	0
Proprietor	Prime Education and Training
Chair	Nigel Pamplin
Headteacher	Dermot Tobin
Date of previous school inspection	Not previously inspected
Annual fees (day pupils)	£14,586–£19,482
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