



King's School

Inspection report

Unique Reference Number 7024006
Inspection dates 22 / 23 November 2005
Reporting inspector Dr Christine Jones

Type of School	Secondary	School address	Mansergh Barracks
School category	Mixed comprehensive		BFPO 113
Age range of students	11 – 18	Telephone number	0049 (0) 5241 842210
Gender of students	Mixed	Fax number	0049 (0) 5241 842310
Number on roll	815	Chair of governors	Brigadier Mark Poffley, Commander, Gütersloh Garrison
Appropriate authority	SCE		
Date of previous inspection	29 November – 9 December 1999	Headteacher	Mrs S H C Hargreaves

Age group [add details]	Published [add date]	Reference no. [add number]
-----------------------------------	--------------------------------	--------------------------------------

© Crown copyright 2005

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by 5 of Her Majesty's Inspectors

Description of the school

King's school, located within Mansergh Barracks in Gütersloh, is the largest secondary school for service children. At present there are 815 students on roll with similar numbers of girls and boys. This includes 98 students in the sixth form. Many students choose to return to England at the end of Year 11.

The vast majority of students are White British with few from different ethnic groups. The school has 95 students boarding on a weekly basis. The number of students with special educational needs is low.

No students are eligible for free school meals. All students have at least one parent in full time employment although many are away on 'operational tour' for 6 months in any one year.

Due to the demands of military life, children enter and leave the school far more frequently than is usual in non-service schools. At King's this happens a little less often than in other service schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Inspectors agree with the school's own evaluation that King's is a good school as it works hard to provide a stable and caring environment in which students can learn and grow. The school also minimises the impact of the disruption caused by service life.

Standards are usually above average and students make good progress from below and, in some cases, well below average starting points. This is a much improved picture since the previous inspection, particularly at GCSE where results have risen significantly. There remain some differences in performance of boys and girls. The school has made good progress in addressing this issue, particularly in mathematics and English.

Teaching is good and, as a result, students enjoy learning, especially where the lessons are lively, interesting and relevant to their interests. Their personal development is good. The performance of students is monitored well throughout the main school and the information used to focus on raising standards. Monitoring is not as effective in the sixth form and it does yet not lead to improvement. It is not possible to comment on the performance of boarding students as the school does not analyse their academic progress separately from the rest.

The school is well resourced and provision for Information and Communication Technology (ICT) has improved significantly. However, access to ICT is restricted for boarding students out of school hours. The boarding accommodation, though functional, is not a homely living environment.

The headteacher is an effective manager and a good leader. She is ably supported by the leadership team, middle managers, the School Advisory Committee (SAC) and a strong and committed team of support staff. Managers have a growing understanding of what needs to be done to move the school forward. King's has made good progress since the last inspection and is well placed to improve further.

Grade: 2

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Effectiveness and efficiency of the sixth form

Leadership and management of the sixth form are satisfactory. Standards were close to the national average in 2003 and 2004 but fell significantly in 2005. The school's detailed analysis of the data was not sufficiently focused to clarify reasons for this drop.

The senior management team and the head of year recognise that the sixth form provides a very important progression route into higher education, employment or training. This enables many students with below average GCSE scores, to continue their studies in the sixth form. Most students make satisfactory progress, a small number make good progress and an equally small number do not achieve as well as they should. Sixth form students are well cared for but there is insufficient focus on the assessment and monitoring of their academic progress aimed at raising standards.

Grade: 3

Effectiveness and efficiency of boarding provision

Boarding provision is satisfactory and provides a stable, caring environment for students that meet the relevant National Minimum Standards at a basic level. The exception to this is that they do not have access to a telephone to contact parents in private without having to seek permission from, or inform, staff. Whilst there have been attempts by staff to create a homely environment, there is still a long way to go. In spite of encouragement from the school, many students do little to personalise their rooms.

The arrangements for evening prep are not good enough. For example there is no access to ICT facilities in the boarding hall to support learning. Arrangements for the welfare of students are good. Child protection issues are handled in co-operation with the main school and there are close links with external support agencies. Healthcare provision is very well organised and managed by a proactive and well trained staff team. King's Hall boarding staff know students as individuals and are well aware of their physical and emotional needs but have insufficient understanding of their academic needs. The day-to-

day care, guidance and support given to the boarders are sometimes inconsistent.

Communications with parents are satisfactory and issues are resolved quickly. The use of CCTV cameras has helped to improve feelings of safety. Personnel with responsibility for the leadership and management of the boarding facility have the capacity and determination to make improvements. There has been satisfactory progress since the last inspection.

Grade: 3

What the school should do to improve further

- Ensure that all boarding staff know how well individual students are progressing and how to support them to do better.
- Improve the quality of accommodation and learning resources in the boarding hall.
- Improve monitoring of academic progress and target setting in the sixth form.
- Make better use of the information the school collects to monitor the progress of specific groups of students such as boarders.

Achievement and standards

Students reach standards in the external tests at the end of Year 9 that are above the national average for England but below those in other service schools. This represents good progress because students start school with below average standards. Within this picture there is some variation between standards in subjects and between boys and girls.

Girls do very well in English and mathematics but not well enough in science. In contrast boys do well in science and mathematics. Too few students reach the higher levels in science and English.

Older students also make good progress. Since the last inspection there has been a continuous improvement in the numbers of students gaining five A* - C

GCSEs up until 2004. In 2005 fewer students reached this standard and the school did not meet its challenging target. Contextual information provided by the school shows that this group started school with lower standards than usual. However, more students than average gained five or more GCSE passes and no students left the school without a GCSE pass.

The progress of students who board at the school is not monitored or analysed separately, so comparisons cannot be made with non-boarding students. Students with special educational needs make good progress due to effective care and support from the school.

Standards in the sixth form are satisfactory. Pass rates in all advanced level courses have improved since the previous inspection but dipped to well below the national average for England in 2005. From a relatively low base, many students make satisfactory progress. A small number achieve well, especially in GCE A-level English literature. However, similar numbers of students do not do as well as they could in other subjects.

Grade: 2

Personal development and well-being

Students' personal development is good. Most students enjoy coming to school, attend regularly and get to lessons on time. Sixth form students could arrive more promptly to their lessons.

Students are courteous, attentive and behave well in lessons. Some boisterous behaviour was seen outside lessons, despite good levels of supervision. The school has recently involved senior students more actively to work alongside staff to improve this. Whilst students generally feel safe, some concerns about bullying were reported by both parents and students. The school is not complacent about this matter. It has good systems in place to raise students' awareness of the issue and senior staff deal with it swiftly and effectively. The school is tough on inappropriate and aggressive behaviour and because of this the level of exclusions is high.

Innovative courses in citizenship and personal, social and health education (PSHE) ensure that students understand what makes a good citizen. Their views are listened to through the school council. The students make an active contribution to the school and wider community through activities such as raising funds for charitable causes.

Students develop a good sense of social awareness through the school's strong moral framework. Good use is made of the school's location in Germany to extend students' understanding of other European cultures. More regular attention could be given to preparing students for return to the multi-cultural society in the United Kingdom. Students understand the need to lead a healthy lifestyle including the taking of regular physical exercise. The wide range of sporting activities is well supported and this fosters good team spirit.

Grade: 2

Quality of provision

Teaching and learning

There is much good and better teaching and learning in the main school and this is reflected in the good progress that many students make. Teaching and learning in the sixth form are satisfactory overall; some teaching is good and a few lessons are outstanding.

Teachers are well-qualified and have good subject knowledge. At King's, there is a deep understanding of the challenges faced by students whose parents are involved in the military service: teachers and staff create a safe environment where students can enjoy their learning and succeed.

In the best lessons, teachers take account of the wide range of abilities of students in their class: there is appropriate challenge and activities are well planned to engage and interest all learners. Where teaching is no better than satisfactory, a narrow range of activities are used and teachers talk for the greater part of the lesson. Teachers do not make enough checks on how well students are learning as the lesson progresses.

Assessment practices in the main school are generally good and, in some cases outstanding. Most students know how well they are doing and what they need to do to improve. In the sixth form, the assessment of students' work is inconsistent. The setting of individual targets and monitoring progress in reaching these is insufficiently rigorous to raise standards.

Grade: 2

Curriculum and other activities

The curriculum is good in the main school and satisfactory in the sixth form. It meets the needs of students and includes a relevant programme of citizenship and PSHE. Issues identified in the previous inspection have been addressed. The school matches its provision closely to that of the national curriculum in England, so that students are not disadvantaged should they move to an English school. Students have good opportunities to develop their ICT, literacy and numeracy skills across the curriculum.

The vocational courses introduced in Years 10 and 11 enable more students to achieve qualifications relevant to their needs and interests. The school recognises that the curriculum in the sixth form does not meet the needs of all students. Careers education and the work experience programme are managed well and contribute to improving students' economic understanding.

The curriculum caters well for students who have special educational needs; the extra help that they receive is effective and, consequently, they make good progress. Students value clubs and extra-curricular activities. The many sporting activities, visiting speakers and the use of the local area, broaden students' experiences and enhance their personal development.

Grade: 2

Care, guidance and support

The school takes good care of the students and gives them effective guidance and support. There are secure pastoral structures in place to safeguard and promote students' health, safety and well-being. These include the essential policies for health and safety and child protection for which staff have received appropriate training. CCTV cameras around the school provide a further level of security and reassurance around the main school as well as the boarding hall.

Incidents of poor behaviour are dealt with firmly and fairly, and all misdemeanours are logged and monitored. Heads of Year provide strong leadership for their teams of tutors and ensure that they make good use of their time with students in discussing individual progress. Vulnerable students are identified quickly and given the care and support they need. Where appropriate, this includes short courses on managing anger. A recent survey demonstrated students' appreciation of the help they receive. The strong systems in the school are further supported by good links with outside agencies and other professionals.

The overall academic and pastoral progress of students is monitored regularly. In particular those with special learning needs are well supported individually and, by the learning support assistants in class. This care and support has a significant impact on their progress, self-esteem and enjoyment of school. Boarding staff are insufficiently aware of the academic and learning needs of the students in their care.

Students receive good information to guide them in making choices at key points in their school life, for example advice and support that helps them decide on future options. This includes sixth form students who are given good guidance to help them into higher education. Students are supported very well on changing schools, especially when this happens during the school year.

Grade: 2

Leadership and management

Leadership and management are good in the main school and satisfactory in the sixth form and boarding hall. The headteacher drives developments with determination and is well respected by staff. She provides good leadership and is supported effectively by the senior team. Much has improved since the previous inspection, in particular the quality of the leadership of subjects which is now good. The headteacher and the senior team have the full confidence of the military and education personnel and of the great majority of parents.

The SAC is effective because it rightly challenges the school on its performance and provides strong support to the leadership team. The school's analysis of its strengths and weaknesses is accurate. Evaluations of lessons give a good view of the quality of the teaching; suitable points are given for improvement and, where teaching has weaknesses, support is provided with notable positive effect.

Monitoring outcomes are, in most cases, used well to promote equality of opportunity and ensure that all students achieve as well as they can. However, the school recognises that the progress of boarders and of students in the sixth form is not yet sufficiently monitored and evaluated to raise achievement.

The school is well resourced and many areas have been upgraded, for example in ICT where the good facilities are used by students and by teachers in their lessons. High quality support for both teachers and students is provided by the non-teaching staff in the school.

King's school has a good track record of improvements with good capacity to improve further.

Grade: 2

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall	16–19
---	-----------------------	--------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	3
How well does the school work in partnership with others to promote learners' well-being?	2	2
The quality and standards in the Foundation Stage	n/a	
The effectiveness of the school's self-evaluation	2	
The capacity to make any necessary improvements	Yes	Yes
Effective steps have been taken to promote improvement since the last inspection	Yes	Yes

Achievement and standards

How well do learners achieve?	2	3
The <i>standards</i> ¹ reached by learners	2	3
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	2	3
How well learners with learning difficulties and disabilities make progress	2	

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	2
The extent of learners' spiritual, moral, social and cultural development	2	
The behaviour of learners	3	
The attendance of learners	3	
How well learners enjoy their education	2	
The extent to which learners adopt safe practices	2	
The extent to which learners adopt healthy lifestyles	2	
The extent to which learners make a positive contribution to the community.	2	
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	3
How well are learners cared for, guided and supported?	2	3

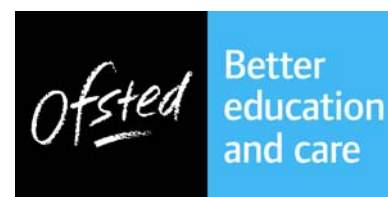
¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2	
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2	
How effectively and efficiently resources are deployed to achieve value for money	2	
The extent to which governors and other supervisory boards discharge their responsibilities	2	
The adequacy and suitability of staff to ensure that learners are protected	Yes	Yes
Does this school require special measures?	No	
Does this school require a notice to improve?	No	

The extent to which schools enable learners to be healthy	Delete as appropriate
Learners are encouraged and enabled to eat and drink healthily.	Yes
Learners are encouraged and enabled to take regular exercise.	Yes
Learners are discouraged from smoking and substance abuse.	Yes
Learners are educated about sexual health.	Yes
The extent to which providers ensure that learners stay safe.	Delete as appropriate
Procedures for safeguarding learners meet current government requirements.	Yes
Risk assessment procedures and related staff training are in place.	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism.	Yes
Learners are taught about key risks and how to deal with them.	Yes
The extent to which learners make a positive contribution	Delete as appropriate
Learners are helped to develop stable, positive relationships.	Yes
Learners, individually and collectively, participate in making decisions that affect them.	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	Delete as appropriate
There is provision to promote learners' basic skills.	Yes
Learners have opportunities to develop enterprise skills and work in teams.	Yes
Careers education and guidance is provided to all learners in Key Stage 3 and 4 and the sixth form.	Yes
Education for all learners aged 14–19 provides an understanding of employment and the economy.	Yes

Alexandra House
33 Kingsway
London WC2B 6SE
T 0207 421 6800
F 0207 421 6707
www.ofsted.gov.uk



King's School
Mansergh Barracks
BFPO 113

Saturday, 26 November 2005

Dear Students

We visited your school on 22 and 23 of November 2005 and I am writing on behalf of the inspection team to let you know the judgements we have made about your school. We enjoyed our visit very much and it was a pleasure to talk to you about your life in school and to watch you enjoying your lessons. If you read our report it will tell you in more detail about what your school does well and how it could be made even better.

You are rightly proud of your school and we found it to be a good place in which to grow and learn. The main strengths are:

- You enjoy school, work hard and achieve good results, especially in the main school
- The school makes sure that there are good opportunities for you to achieve as well as you can and helps you to understand and respect different points of view
- Good teaching helps you to learn and lets you know how well you are doing
- Good ICT facilities help you to improve your computer skills
- You are keen to take a full part in school life, for example through your active school council
- The school takes good care of you and the headteacher and staff work very hard to make sure that you feel safe and secure
- The school gives you a great deal of help and support when you change school

We have made a few recommendations to try to make your good school even better. In the boarding hall we would like the school to improve the accommodation and resources you can use, especially for ICT. Some students, especially boys, could make their rooms more personal.

We also think that the school could keep a closer watch on how well you are all doing, especially in the sixth form, so that you can achieve even better results.

Thank you for your contribution to this inspection. You are a credit to yourselves as well as the school and your parents.

Dr Christine Jones HMI
Lead Inspector