

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS



DESIGNING OUR FUTURE

A Report of the Visiting Team for Accreditation
by the Middle States Association of Colleges and Schools

Kingham Hill School
Kingham, Chipping Norton, UK

3 March- 6 March

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INTRODUCTION TO THE VISIT

Kingham Hill was founded in 1886 by the Christian philanthropist CEB Young to provide a Christian home and education to boys suffering disadvantage in their economic, social, or familial circumstances. At the start, the school, occupying 1500 acres, was a substantially self-sufficient boarding enterprise fully funded by the founder. As time passed, the endowment dwindled, and the school supported the budget by selling off acreage. Broadening the mission, the school eventually accepted students able to pay fees, ultimately accepting girls and day students in 1992.

In 2008, a 2020 Vision was launched, aimed at recovering the founding purposes of KHS. This was followed by a subsequent 15-year strategy launched in 2015. The School population has grown significantly since, and has embarked on an ambitious redevelopment program, and begun a Founder's Pupils scheme to build an endowment for boys and girls fitting the original mission.

The changes made in the last twenty-five years have been significant. From a full time boarding school it now hosts a population of day students that account for 40% of the population of 346 in grades 6-12. International students have been welcomed, including a substantial population of students from the U.S.A.

Mr. Nick Seward, Head of School, was desirous of a more rigorous accreditation process that allowed for growth and decided to move the school towards MSA accreditation. He selected Ms. Ashley Wright, the Deputy Director of the U.S. Program, to serve as Internal Coordinator. Chosen both for her organizational talents and familiarity with both UK and US educational systems, Ms. Wright ably moved the school through the accreditation process.

The Visiting Team arrived in England and were shuttled to Chipping Norton by members of the Kingham Hill staff. The team was lodged in the charming Crown and Cushion in Chipping Norton, about ten minutes from the school. Each day the team was ferried back and forth to the school by staff, traveling though the beautiful hills of the Cotswolds. Over the course of the next three and one-half days the team visited classrooms, met with students and staff, administrators and Board members. We visited dorms and the school farm, watched sports and activities, and had a thoroughly invigorating experience of life at Kingham Hill. On March 6 the entire school gathered for the Oral Report in the newly opened Sports Center.

NOTE TO THE READERS OF THIS REPORT

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

ORGANIZATION FOR GROWTH AND IMPROVEMENT

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Organization for Growth and Improvement based on what was seen and heard during the Team's visit to the school.

Leadership for Growth and Improvement

A. Internal Coordinators

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the institution's planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team visit.
- Prepare for the Mid-Term report.
- Provide the energy, enthusiasm, and expertise to move the process forward.

The Visiting Team observed that:

- Ms. Ashley Wright was named to serve as Internal Coordinator. She did an amazing job coordinating the self-study and the Team visit. Her preparations were deliberate and comprehensive. Over the course of the visit she saw to every request and need of the Team.

The Visiting Team recommends:

- NONE

B. The Planning Team

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of Mission.
- Develop a set of beliefs to serve as the ethical code for the institution.
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.
- Identify the areas of student performance that are the priorities for growth and improvement.
- Oversee development of the action plans to achieve the performance objectives.

- Monitor implementation of the action plans.
- Conduct a periodic review of the progress being made to achieve the objectives.

The Visiting Team observed that:

- The Planning Team was composed of four administrators and six teachers. It was led by a Steering Committee composed of Magnus Eyles (Deputy Head (School)), Tim Bostwick (Deputy Head (Academic)), and Ashley Wright (Internal Coordinator). The Planning Team met five times over the course of the fall and winter. Discussion topics were disseminated to the faculty and school governance.

The Visiting Team recommends:

- A goal of the Designing our Future Protocol is a Planning Team that create a Planning Team that is a microcosm of the school's stakeholders. Those viewing the Team from the outside should see in it an accurate reflection of the school and its community. Kingham Hill needs to expand the Planning Team moving forward to include all constituencies, especially students, parents, and Board members. It might also wish to include alumni and local community representatives.

C. Role of the School's Leadership and Governance

It is a school's formal leaders—those in positions of authority and influence within the school—who should serve as the primary “champions” for the planning process and the Plan for Growth and Improvement. Strategic planning experts have long held that champions are extremely important to the success of planning. The school's leaders and governing body must communicate clearly and often that this process is important for the future of the school and its students, and that they will provide the leadership, resources, and support needed to make the process and the plan successful.

The Visiting Team observed that:

- The school leadership was heavily involved in the entire process and provided constant support for all involved.
- Leadership and Governance were involved in committee work, surveys, and in general worked to guarantee the success of the self-study.

The Visiting Team recommends:

- NONE

D. The Plan for Communication and Awareness

An important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Designing our Future* protocol, the school's planning process, Mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the planning process and the Plan for Growth and Improvement in student learning and the organization's capacity to produce learning at the level expected.

The Visiting Team observed that:

- There is a wide degree of awareness throughout the school about the work of the Plan.
- The Plan is already being implemented in significant ways.

The Visiting Team recommends:

- More direct communication with parents about the work of the Planning Team would facilitate success. Perhaps consider direct communication from the Head, and publication of success on the school website.

E. Periodic Reviews of the Plan for Growth and Improvement

The *Designing our Future* protocol includes the requirement that the school conducts formal reviews of the action plans and the progress being made toward achieving the performance objectives and that reviews are conducted periodically but, as a minimum, at least once annually.

The Visiting Team observed that:

- Planning is part of the fabric of life at Kingham Hill, so there is little doubt that consistent review of the Plan will take place.
- There are plans for annual meetings, at least, to gauge results from the assessments.
- Extremely detailed Action Plans are in place, and data gathering, and analysis is already taking place. Revisions to the Action Plans will take place as part of the natural processes for self-reflection already in place at the school.

The Visiting Team recommends:

- Create a formalized process for reporting of results. The natural work of the school will ensure that data gathering, and analysis takes place, but it is important that a formal review and reporting of results take place at least once each year.

THE VISITING TEAM'S RECOMMENDED MONITORING ISSUES

Recommended Monitoring Issues:

In this section, the Team lists any aspects of the school's organization and processes for implementing its Plan for Growth and Improvement that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's accreditation.

Requirement of the Protocol	Recommended Action
NONE	

DESCRIPTIVE SUMMARY OF THE SCHOOL'S FOUNDATION DOCUMENTS

- **MISSION, BELIEFS, AND PROFILE OF GRADUATES**
- **MISSION STANDARD FOR ACCREDITATION**

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our Mission?*

A. MISSION

Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The Mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school is striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists) and its means (how, in broad terms, it will achieve its purposes).

The school's Mission is:

- Our mission is to provide an excellent all-round education within a distinctively Christian context. We welcome talented pupils from a wide range of backgrounds and circumstances, and aim to produce young people of vision, faith and character, who are well-qualified and equipped to flourish in their adult lives.

What is the *aim or purpose* of the school as stated in the Mission?

- The aim of the Mission is to produce young people of vision, faith and character, who are well-qualified and equipped to flourish in their adult lives.

What is the *means* the school will use to accomplish its Mission?

- The means to achieve the Mission is to provide an excellent all-round education.

To what extent do the school's stakeholders know, understand, and support the school's Mission?

- Awareness of the school Mission was widespread. Students, parents and staff were all equally equipped to speak about it.

B. BELIEFS

Statements of Belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

The school's Beliefs are:

- The School's beliefs and core values are outlined in the Memorandum and Articles of Association of the Kingham Hill Trust, the charity which governs the School and its sister organisation, Oak Hill theological college. This commits the School to 'the Protestant and Evangelical faith as set out in Article 9.2 of the Articles of Association of the charity ("the Christian faith")'. This faith finds expression at KHS in education consistent with it, and especial regard for children suffering economic, social, or familial disadvantage.
- Kingham Hill School, under the Kingham Hill Trust, seeks
- to advance in accordance with the Protestant and Evangelical Faith, the physical, mental, and spiritual education of children by helping them to a start in life, especially those children in need of a boarding school education through deficiencies in their economic, social, or family circumstances, or owing to their particular educational or spiritual requirements provided that special regard shall be paid to the needs of such children whose parents or guardians are of modest means;
- to train men and women for ordination or other ministries in the Church of England or other Protestant denominations in accordance with the Christian Faith provided that special regard shall be paid to the needs of those of modest means; and
- iii. to advance education in accordance with the Christian Faith.

To what degree do the school's Beliefs meet the criteria of the *Designing our Future* protocol? If they do not meet the criteria, explain why.

- In some significant ways the Beliefs do not appear to meet the criteria. They were not created by the Planning Team, but rather flow from the Kingham Hill Trust that oversees the administration of the School. That being said, the content of the Beliefs does indeed meet the requirement of the protocol. Some revision by the Planning Team could readily resolve what appears to be largely a matter of format.

How well do the school's Beliefs represent what the Team heard from the school's stakeholders?

- The Beliefs were echoed by the various constituencies of the school. The one area of concern voiced by many, and the Head in particular, was a need for greater focus on students of modest means. The Head's concern to invigorate the Founder's Pupils programme received good support.

To what extent do the school's stakeholders know, understand, and support the school's Beliefs of core values?

- There was a general sense of the Beliefs, but again, given their provenance, the school might make them better understood by translating them into school generated language.

C. PROFILE OF GRADUATES

The Profile of Graduates provides the answer to the following question: "When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community?":

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the Beliefs and Mission into statements that describe student outcomes.

- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the Mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

The school's Profile of Graduates is:

- I. In line with the Founder's motto, Kingham Hill strives to live "in Virum Perfectum," toward the Perfect Man, Jesus Christ. All pupils should have the opportunity to consider the claims of Christ for themselves, to encounter and understand the command of Christ to love, and to emulate the love and service that marked the life of Christ and Charles Baring-Young, the Founder of the school.
- II. The lives of Kingham Hill graduates should demonstrate the practical outworking of the command of Christ to love. Graduates should be honest, patient, and kind. Their lives will be marked by integrity, genuineness, forbearance, gentleness, and service.
- III. Kingham Hill graduates will embody the unofficial motto of the school: "work hard, play hard and serve well."

In every community joined, the Kingham Hill graduate will be committed, involved, and servant-hearted. In their time at Kingham Hill, pupils learn to develop community, grow in their skills and competence, demonstrate commitment, develop robust well-being, and deepen their curiosity such that:

- A. Graduates will be marked by intellectual curiosity and a wider appreciation of the human facilities in pursuits intellectual, cultural, athletic, artistic, and humanitarian. They will engage in these pursuits with diligence and energy.
- B. Graduates will contribute with committed involvement to the wider life of any organization or community whether through playing on a sports team, participating in an orchestra, or designing posters for clubs at university.
- C. Finally, graduates will be servant-hearted, outward-looking, culturally-sensitive, and globally-minded. They will be eager to help others and to make a difference, engaged with and attentive to the world and the people around them.

To what degree does the Profile of Graduates express:

- What the school expects its graduates to know?
- What the school expects its graduates to do with what they know?
- What qualities or characteristics the school expects its graduates to demonstrate?

- The Profile of Graduates does an excellent job at describing what it is that students should know, do, and value at the conclusion of their tenure. It is particularly infused with the Christian ethos of the school in terms of attitudes and actions.

To what extent do the school's stakeholders know, understand, and support the school's Profile of Graduates?

- All stakeholders appear conversant with the characteristics described in the Profile and supportive of them.

MISSION STANDARD FOR ACCREDITATION

(Indicators 1.1-1.6)

The Standard: The school has a Mission that conveys clearly and concisely the school's vision of a preferred future for the school's students and its expectations for student learning. The Mission is consistent with ethical norms and demonstrates respect for persons of all races, creeds, and cultures. The Mission serves as the basis for daily operational and instructional decision-making as well as strategic planning. It is developed using a process that considers input by appropriate stakeholders of the school and is aligned with the needs of the community(ies) the school serves.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The school's Philosophy/Mission	X
Samples of publications that communicate the Mission/Philosophy to the school's community of stakeholders	X
Marketing, recruitment, and admissions materials	X

Address of the school's website: https://www.kinghamhill.org.uk/about/headmasters-welcome	X
Policies related to the Mission	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The Kingham Hill Community is heavily mission driven. While not often using the exact language of the statement, it was abundantly clear that members of the community are invested in providing an education within a "Christian ethos".
- The mission of Kingham Hill is fulfilled in the broadly developed vision of what constitutes education with classes ranging from English Literature to woodshop, but with an equal emphasis on varieties of play and service.
- The Organizational Capacity goal for the school embodies the key elements of the Mission as it seeks to develop "qualities of character" in an environment that focuses on self-reflection about what it means to "work hard, play hard, and serve well".

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Commitment to the Mission is evident in discussions with all stakeholders. Students especially were able to speak passionately about their sense of how it is lived on a daily basis.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- NONE

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

DESCRIPTIVE SUMMARY OF THE SCHOOL COMMUNITY AND ITS STUDENT PERFORMANCE

- **THE HISTORY AND CURRENT CONTEXT OF THE SCHOOL**
- **STUDENT PERFORMANCE DATA**
- **SELF-ASSESSMENT OF THE STANDARD FOR ASSESSMENT AND EVIDENCE OF STUDENT LEARNING**

The data and information contained in the Descriptive Summary of the School are not evaluated by the Visiting Team. Instead, it serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To “introduce” members of the Visiting Team to the school, and as such, the Summary provides one of the lenses through which Team members will view and evaluate the school. Thus, the section should provide sufficient information about the school and its students’ performance to build and enhance Team members’ awareness and understanding of the total milieu in which the school exists and operates.

Readers of this report are advised to read it in conjunction with the Self-Study Document prepared by the school. The Self-Study Document provides the information and data the Visiting Team uses as the starting point for its evaluation of the school. Therefore, not all of the details included in the Self-Study Document are repeated in the Team's report.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – History and Context of the School

Observations

In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school's context and history and how this defines the school's priorities for improving student performance.

- Kingham Hill was founded in 1886 by the Christian philanthropist CEB Young to provide a Christian home and education to boys suffering disadvantage in their economic, social, or familial circumstances.
- Initially the school occupied 1500 acres and was a substantially self-sufficient boarding enterprise fully funded by the founder. As time passed, the endowment dwindled, and the school supported the budget by selling off acreage.
- Broadening the mission, the school eventually accepted students able to pay fees, ultimately accepting girls and day students in 1992.
- In 2008, a 2020 Vision was launched, aimed at recovering the founding purposes of KHS. This was followed by a subsequent 15-year strategy launched in 2015.

- The School population has grown significantly since, and has embarked on an ambitious redevelopment program, and begun a Founder's Pupils scheme to build an endowment for boys and girls fitting the original mission.
- The changes made in the last twenty-five years have been significant. From a full time boarding school, it now hosts a population of day students that account for 40% of the population of 346 in grades 6-12. International students have been welcomed, including a substantial population of students from the U.S.A.
- School population has grown consistently over the last three years from 302 to the 346 currently enrolled.
- Certainly, managing the Brexit situation will pose challenges for the school, as will formulating a response to the Covid-19 virus.

Recommendations

In this section, the Visiting Team lists any recommendations on how the school can capitalize on or respond to the history and context of the school to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- NONE

STUDENT PERFORMANCE DATA

Collecting and tracking data that describe how well the school's students are performing in the areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission is important for the following reasons:

The school needs these data to determine if it is making progress toward achieving its Mission;

- The school needs these data to determine if its graduates are meeting the expectations expressed in the school's Profile of Graduates;
- The school needs these data to help it determine in which areas of student performance there are the largest gaps between what is expected and how students are performing and, therefore, what the focus of the school's Plan for Growth and Improvement should be.

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – Student Performance Data

Observations

In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school's Student Performance and how this defines the school and its priorities for improving student performance.

- There is a strong commitment to student growth and excellence at Kingham Hill.
- GCSE results for 2019, Upper Sixth results, and the Department for Education's league table for England in general and Oxfordshire in particular all support the conclusion of solid academic growth on the part of students.
- At Kingham Hill, student make extraordinary progress, better academic progress than at all but 34 schools in the country.

Recommendations

In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to its Student Performance data to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.

- NONE

ASSESSMENT AND EVIDENCE OF STUDENT LEARNING STANDARD FOR ACCREDITATION (Indicators 9.1-9.15)

The Standard: The school has a program for assessing student learning and performance that is consistent with the school's mission. The program is based on current research and best practices and is aligned with the school's educational and instructional programs. The assessment program systematically collects and rigorously analyzes quantifiable and observable evidence of student learning and performance and growth using multiple, valid, and reliable assessments that are respected by the school's community of stakeholders. The school expects all students to learn and demonstrate the knowledge, skills, and habits of mind required in the educational program. Students are learning and performing at the levels expected, or the school has and is implementing a plan to raise learning and performance to the expected levels.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment is that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment is that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Example of student transcript	X
Example student report card	X
Reports of the results of assessments administered to students	X
Policies related to assessment of student learning	X
GCSE Results	X
Upper Sixth Exam Results	X
Exemplar Reports	X
Curriculum Policy	X
Curriculum Guide	X
Examination results in Headmaster to Governors' Report	X
Inset Documents	X
Attitude to Learning information brochure	X
AQA GCSE Art and Design Assessment Objectives posted on bulletin board in Art classroom	X
Attitude to Learning and Attainment Tracker	X
Exams Analysis from different departments	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The school has devised a Traffic Light system which gives insight into how the students progress academically.

- There is a strong emphasis throughout the school on “Attitude to Learning”. Students are tracked by grade on their Attitude to Learning as well as their attainment. Students are internally evaluated formally four times a year. The students are reviewed by Academic Deputy.
- The school Report cards are sent four time per year to parents which include attitude and attainment data.
- The Sixth form director oversees that group academically and a teacher described it “as constantly having conversations and constantly supporting” students.
- The students are assessed on “their memory of things they need to know for exams” to a certain degree.
- Academic policies are in place to assess student learning.
- Each department effectively analyzes exam results and draws conclusions from them. There is a reflective aspect to the analysis.
- The school provides the student with internal and external assessments: Collections, formative assessments, summative assessments, GCSE, A Level exams.

Remediation efforts are set in place for students with great accuracy as a result of assessment performance review.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- That students are provided more ongoing feedback about their progress.
- Consideration be given to more formative assessment techniques in the classrooms.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- NONE

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

DESCRIPTIVE SUMMARY OF THE SCHOOL'S LEADERSHIP AND ORGANIZATION

- **STANDARD FOR GOVERNANCE AND LEADERSHIP**
- **STANDARD FOR SCHOOL ORGANIZATION AND STAFF**

GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION (Indicators 2.1-2.39)

The Standard: The school is chartered, licensed, or authorized by the appropriate civil authority(ies) and is in compliance with all applicable statutes, ordinances, and regulations of all civil authorities of the jurisdiction(s) in which the school operates. There are no legal or proprietary ambiguities in the ownership and control of or responsibility for the school.

The school's governing body and leadership act ethically and consistently to ensure an atmosphere of mutual respect, purposeful effort, and a productive environment for teaching and learning while demonstrating adherence to the school's mission. The governing body and leadership maintain timely and open communication with the school's community of stakeholders. The governing body and leadership provide the vision that drives strategic planning and day-to-day operations. They ensure the integrity, effectiveness, and reputation of the school by establishing policies, providing necessary resources, and ensuring the quality of the school's educational program.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X

Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Chart of lines of authority/responsibilities	X
Strategic Plan map	X
Policies related to governance and leadership	X
<i>For independent, non-public, and proprietary institutions only</i>	X
Names, addresses, and organizational position of the institution's owners	X
Names, address, affiliation of the members of the board of governance	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The school has written documents that clearly delineate the duties and responsibilities of the head of school as well as the knowledge, skills and personal attributes required for acceptable job description.
- The roles and the responsibilities of the school's governing body are also clearly indicated and understood by all stakeholders.
- The school leadership recruits new members who fit the mission of the school and possess different skill sets required to fulfill the different duties and responsibilities. A system is in place to hire young people as pastoral assistants, many of whom stay on and become certified instructors.
- The governing body "owns" the school mission, and ensures that the strategic plan reflects the mission
- The governing body monitors the executive (the headmaster and the senior management team).
- The governing body is "responsible for the decision-making at the strategic level". One Governor noted "We own the strategy, and we have knowledge of the operation, but we do not interfere in day-to-day operations. We challenge from the governor's perspective the executive on key issues."

- The governing body is visible on campus. They meet regularly; visit classes and are knowledgeable of all aspects of the school.
- The governing body uses external agencies/ consultants to evaluate the performance of the head of school.
- The head of school is responsible for the delivery of the mission and the strategic plan. He is also responsible for leading the school's culture of teaching and learning. He oversees curriculum policy, hires and evaluates all the school staff members.
- It was evident from interviews of different stakeholders that constructive relations are maintained between the governing body and the school leadership team.
- The headmaster described the relationship between the governing body and the executive as "having creative tension". "There is a clear line between governance and executive. We are responsible for executing the board's strategic plan. A good relationship exists between board and executive".

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The Governing Board has established a clear, target driven Strategic Plan that is regularly updated, and which establishes clear vision and direction for the school.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- That the governing body use a clearly defined appraisal system to evaluate the performance of the head of school, in a more regular and consistent way.
- That the school leadership continues to provide training and professional development to ensure that all staff members are trained, equipped and well informed about educational developments and best practices.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

(Indicators 6.1-6.37[PA6.38-PA6.41])

The Standard: The school's organization facilitates achievement of its purposes and core values as expressed in its Mission and successful implementation of its educational program, services, and activities. Members of the administrative, instructional, and support staffs are qualified, competent, and sufficient in number to provide a high quality educational experience as defined by the school's mission. Staff members possess the qualifications required by the civil authority in which the institution operates to administer and teach the program(s) to which they are assigned. Staff members are evaluated regularly based on clear expectations for performance and are provided with professional development experiences that address areas in which staff members need to grow and/or improve. The school's leaders and staff demonstrate collegial and collaborative relationships.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Organizational chart for the school and school system	X
List of members of the professional and support staffs	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	X
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	X
Professional development plan	X
Policies related to school climate and organization	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- Staff are dedicated to their work and are proud in their school.
- Students and parents observed that the teachers are very passionate about their subjects and highly supportive of every pupil. One student noted "They don't just care about your academic success. They care about you as a person."
- There are clear job descriptions that specify responsibilities and reporting relationships.
- The working environment is very positive. It was evident from interviews and observations that there is a high sense of collegiality, trust and mutual respect.
- There is an appraisal system to evaluate the performance of all staff members in clearly identified areas that are communicated to the staff in advance.

- A rigorous and thorough hiring process is in place to ensure that hired teachers are qualified and eligible to work with children.
- New teachers undergo orientation and receive extensive support throughout their first year.
- Department Heads provide support and supervision of the department members. They make decisions about their curriculum and provide the direction of their educational program.
- It was evident from observations and interviews that staff members are highly dedicated to the profession. They participate in all aspects of school life and promote the school mission. "Teachers care about us"; "What I like about the school is the sense of community"; "Teachers are very supportive and helpful"; "Teachers are self-reflective, they ask us for feedback."
- Teachers receive professional development (4 days a year) that focuses on the academic, pastoral and academic aspects. Most professional learning is collaborative in nature (teachers learning from each other).
- The support staff undergo regular training on health, safety, safeguarding, data protection.
- For support staff, managers train teams and give daily support. There is a handbook for support staff (housekeepers) to fulfill their daily duties (checklists).
- According to teachers and dorm parents interviewed, the workload is challenging.
- There are no significant trends in size of the staff. Turnover is low.
- The school uses an educational consultancy group that provides up-to-date information about labor laws.
- The Senior Management Team expressed that they are working on determining more equitable compensation and workloads for its staff.
- The support staff expressed how much they loved working at the school
- "It's a lovely place to work";
- "I am trusted to do my job with a fantastic team";
- "I feel valued and worthwhile";
- "We don't want to leave this school";
- "everybody wants to help me grow";
- "When there are challenges, everybody works together and support each other";
- "Our working conditions are very good compared to other schools";
- "The school takes great care of us;
- "This is the best place that I have ever worked and I will never leave".

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- The school has created a culture that fosters, even despite an extremely demanding work schedule, loyalty and gratitude. Faculty and staff feel supported and encouraged in the work they do.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- That workloads, working conditions and compensation be reviewed to ensure fairness and equity among staff members.
- That more professional development experiences be provided so that teachers stay abreast with best practices in teaching and learning and provide well-rounded education and instruction that accommodates different learning needs and styles.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

DESCRIPTIVE SUMMARY OF EDUCATIONAL PROGRAM AND RESOURCES

In this section of the self-study, a sub-committee for each curricular area will evaluate the capacity of that curriculum to determine the school's ability for achieving the levels of student performance expressed in the Mission, Belief Statements, and Profile of Graduates.

The Descriptive Summary of Educational Program and Resources consists of the following elements:

- **Curricular Areas**
- **Self-Assessment of Standard for Educational Program**
- **Self-Assessment of Standard for Information Resources**

CURRICULAR AREAS

Description and Evaluation of the Curriculum Areas in the School's Educational Program

The school conducted a self-assessment for all of the curricular areas of the school's educational program to determine the degree to which each area meets the Middle States Indicators of Quality for Curriculum, Instruction, and Assessment. The intent of this self-assessment was to help a school study each curricular area from the point at which it is first introduced to students through its final level of study within the school. The self-study questions are aimed at examining the following areas related to each curricular area:

- Vertical and horizontal articulation;
- Evidence of effective practices in curriculum, instruction, and assessment areas;
- coherence and consistency of the curricular component with the Foundation Documents; and
- Alignment of the curricular component with any applicable state and national curriculum standards.

CURRICULAR AREA

English

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

The Team's general observations regarding this curricular area.

- KS3 English (1st – 3rd form) and GCSE English Language (4th – 5th form) are required English courses.
- American Literature is a required course for the US Program.
- GCSE English Literature and A-Level English Literature are offered as electives.

- British Literature is an elective in the US Program.
- The English Department has its own handbook which is a helpful tool to teachers and promotes consistency.
- The school reported good GCSE results in English with 67% of the students scoring 9 – 7 in English Language and 78% scoring 9 – 7 in English Literature.
- Evidence of the analysis of GCSE and A-Level results for 2019 was shared.

CURRICULAR AREA

Mathematics

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

The Team's general observations regarding this curricular area.

- KS3 Mathematics (1st – 3rd form) and GCSE Mathematics (4th – 5th form) are required courses.
- Precalculus is a required course for the US Program.
- A-Level Mathematics, A-Level Further Mathematics, Introductory Statistics and Calculus are offered as electives.
- The Mathematics Department has its own handbook which is a helpful tool to teachers and promotes consistency.
- The school reported good A-Level results in Mathematics with 61% of the students scoring A*/A.
- Evidence of the analysis of GCSE and A-Level results for 2019 was shared.

CURRICULAR AREA

Science

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

1. The Team's general observations regarding this curricular area.

- KS3 Science (1st – 3rd form) and KS4 Science: Double Award (4th – 5th form) are required Science courses.
- US Science (Biology, Chemistry, or Physics) is a required course for the US Program.
- GCSE Biology, Chemistry and Physics (4th – 5th form) and A-Level Biology, Chemistry and Physics (6th form) are offered as electives.
- BTEC Animal Management has recently been added as an additional elective.

- The Science Department has its own handbook which is a helpful tool to teachers and promotes consistency.
- The school reported good GCSE results in science with 80% of the students scoring 9 – 7 in Biology, 75% in Chemistry and 70% in Physics.
- Evidence of the analysis of GCSE and A-Level results for 2019 was shared.

CURRICULAR AREA

Social Studies

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

The Team's general observations regarding this curricular area.

- KS3 Theology, Geography and History (1st – 3rd form) are required Social Studies courses.
- US History, US Government and Economics are required courses for the US Program.
- Theology, Geography, Economics and History are Social Studies GCSE electives.
- Theology, Geography, Classical Civilization, Politics and Economics are A-Level electives.
- Pre-U History and Business-Cambridge Technical (CTEC) are 6th form electives
- Modern History is an elective in the US Program.
- The Social Studies Department has its own handbook which is a helpful tool to teachers and promotes consistency.
- The school reported good GCSE results in Theology with 63% of the students scoring 9 – 7.
- 80% of the students who wrote the Business (CTEC) Exam received an A* or an A.
- Evidence of the analysis of GCSE and A-Level results for 2019 was shared.

The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- 100% of the students who wrote the Economics A-Level Exam in 2019 received an A* or an A.

CURRICULAR AREA

ART

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

The Team's general observations regarding this curricular area.

- GCSE standards and objectives are visible on a bulletin board in the Art room.
- The students in the upper levels work independently on a project.
- Students were observed working in the Art room independently during free periods.
- Younger students receive more teacher-led instruction in the classes observed.
- Older students explained their sketch books in detail showing pride in their work.
- Sketch books had pages dedicated to the different field trips they take.
- From the sketch books we can observe that there is some theory instruction at first and then students are given opportunities to create their own versions and individual creations.
- The students were observed working with a variety of media.

The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- There is a feeling of trust from teachers towards students. Students are able to work independently and manage supplies on their own.
- The top floor Art classrooms are large in size and provide ample space for students to work.
- Students were extremely focused.

CURRICULAR AREA

World Languages

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

The Team's general observations regarding this curricular area.

Pupils can choose Latin, French or Spanish as a foreign language

- The Senior Management Team is supportive of Foreign language study. "It fits with the liberal arts approach of the school's curriculum".
- At A levels more focus has been on translation and the study of literary texts.
- World Language department meets regularly to discuss changes to the curriculum to prepare students for their GCSE and A Level exams.
- World Languages are only required to the age of 14
- Class size varies considerably from lower to higher levels.

Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

The Visiting Team Recommends:

- That the school reflect an ongoing commitment to the development of language proficiency and intercultural competence and encourage pupils to continue their study of World Languages as an important 21st century skill.
- That the school recruit and hire appropriately qualified teachers of world languages including native and heritage speakers.
- That the school provide professional development opportunities that enable teachers of world languages to develop the knowledge, skills and attitudes necessary to provide instruction that ensures the development of language proficiency and cultural competencies.
- That technology is used in language classes to access to authentic materials as well as opportunities for real life communication and cooperative projects.
- That the target language be used almost exclusively in class and be supported by visual and kinesthetic cues to ensure that teacher input is comprehensible to students.
- That instruction and assessment target the development of language skills (what pupils can do with language in real life contexts), and not merely the basic knowledge of the language (verb conjugations for example).

CURRICULAR AREA

Health/ PE

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

The Team's general observations regarding this curricular area.

- The school offers Health and PE classes at all levels
- Health and PE are not a requirement at the GCSE and A levels
- There is a large variety of sports offered at the school. Students are encouraged and challenged to try new sports.
- Health and PE reflect the school's mission and an unofficial motto "Work hard, play hard"
- Health and PE are directly related to the "Equipped to Flourish" objective
- There are connections between Health and PE and other curricular and curricular areas.
- Teachers use different instructional strategies and assessment tools to evaluate student progress and performance.
- It was observed that teachers use theories and real-life context examples in their PE and Health classes.
- Department members meet regularly to analyze student performance results and ensure the alignment of the curriculum.

The Team's observations regarding areas in which the school exceeds the expectations for this curricular area.

- Department members meet regularly to analyze student performance results and ensure the alignment of the curriculum.
- The school provides regular faith-based experiences that foster the religious formation of the pupils (Chapel many times a week, Christian Union club...)

CURRICULAR AREA

Computer Science/Technology

THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

The Team's general observations regarding this curricular area.

- The school does not offer any Computer Science courses.
- Digital Literacy and Design and Technology are both offered in 1st to 3rd form. They are the only technology courses required for all students to take.
- Digital Literacy is taught by embedding skills in projects that are done in collaboration with other subject areas such as History, Geography, Music and Art.
- GCSE Design and Technology and A-Level Technology (Product Design) are offered as electives for students in 4th – 6th form.
- The school reported good GCSE results in Design and Technology with 63% of the students scoring 9 – 7.
- The department has a handbook for Design and Technology which is a helpful tool to teachers and promotes consistency.

Recommendations

The Team's recommendations to the school regarding how it can improve the degree to which it meets the expectations for this curricular area. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- It would be beneficial to offer technology courses that teach students how to responsibly use technology and also teach skills such as word, excel and PowerPoint. Proficiency in these skills will help students be better prepared for college and future careers.

EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

(Indicators 8.1-8.61)

The Standard: The school's educational program consists of carefully planned and well-executed programs of study that are based on appropriate content and learning standards, instructional methods, and assessments of student learning that reflect current research and best practices in learning and teaching. The educational program is aligned with the school's mission, approved by the governing body, and sufficiently financed and supported. The educational program is designed so that all students can achieve at the levels desired by the school's community of stakeholders.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program <ul style="list-style-type: none"> • Components of the core curriculum courses and electives • Scope and sequence for curriculum areas • Expected outcomes for curriculum areas • Developing, reviewing, revising curriculum • Supervision of curriculum delivery and instruction • Requirements for graduation completion 	X

<ul style="list-style-type: none"> • Standards for instructional materials • Identifying, reviewing, evaluating and replacing instructional materials • Responding to challenges to the appropriateness of curriculum/instructional materials • Budgeting for curriculum/instructional materials 	
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C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team Observed:

- The GCSE Prospectus was made available to the Team. This booklet outlined the core curriculum, grading system and course descriptions.
- There is a US Program in place because the school has a population of students whose parents live and work on a nearby US base. The US Program Guide provided an overview of the course options available for students who plan to further their studies in the USA. In junior year they can choose from electives such as American Literature, US Government, US History, Pre-calculus and Economics.
- There are no AP courses offered this academic year. There have been four accredited AP courses offered at KHS in the past: AP Literature & Composition, AP Language & Composition, AP US History and AP American Government and Politics
- Kingham Hill School is an authorized PSAT test center. The PSAT exams are given annually, free of charge, to US students in US grades 10 & 11. External candidates who wish to sit the PSAT at the school are welcomed to register for a 25 GBP charge. The school is not an authorized SAT test center. Students interested in taking the SATs will be required to register with a recognized test center.
- Subject department meetings are held once every two weeks. In these meetings teachers discuss what has been happening in their classes and share reflections and ideas.
- Departments have the autonomy to choose which exam board they use for the GCSE exams. The boards used include Edexcel, AQA and CIE.
- Departments review curriculums annually and new courses are added as necessary. Recently, Animal Management BTEC and Classical Civilization (A-level) have been added at the 6th form level and Drama and Digital Literacy have been added at the Key Stage 3 (1st to 3rd form) level.
- There is alignment between curriculums throughout the school. In first to third form the focus is on teaching the skills required for students to be successful at the GCSE level. They are currently piloting a program called Collections in which students complete a timed assessment under exam conditions every third Friday. These assessments test students' knowledge of GCSE prerequisite

skills in Mathematics, English and Foreign Language. The English component focuses on grammar, spelling and punctuation. These skills are essential to GCSE success across subjects. Prior to the collections assessment students are given a prep booklet to complete for homework as a form of revision.

- In 4th and 5th form, students follow the GCSE curriculum in preparation for GCSE external public examinations. They can take a maximum of 10 GSCEs (5 core subjects and 5 optional subjects). It is mandatory for them to take at least 4 from the core curriculum; Mathematics, English, and 2 Sciences.
- In 6th form, students must complete a few core requirements then are free to choose their own electives which can include A-levels, BTEC courses or US program courses.
- Much of the instruction observed was teacher led with students mostly being formatively assessed through question and answer and low stakes quizzes.
- Some of the instructional strategies we saw were mind maps, use of videos, students working in pairs, experiments, discussions, read alouds and presentations.
- One teacher expressed that he uses flipped learning strategies and some use google classroom. Another infused technology by allowing students to use Chromebook to engage in a Kahoot online quiz.
- There was little evidence of the use of technology as a tool for teaching and learning. It was explained that this is because the GCSEs are paper based assessments and they want students to have the practice of answering questions by hand.
- Professional Development days occur four times throughout the year. The PD sessions are led by staff and each year the focus is on one of the following 4 key areas; activities supported by cognitive science, lesson intention, feedback and modelling.
- The Extended Project Qualification (EPQ) Program promotes critical thinking, reasoning and problem-solving skills. It is an option offered in 6th form. This independent project allows students to pick their own topic to research and present their findings either as a 5000-word essay or an artifact such as a documentary or workshop.
- The Octagon Society is a program that promotes academic curiosity and a love of learning.
- Study skills and exam techniques are taught by classroom teachers and sometimes external presenters are brought in to teach these skills.
- The GREENS Department is responsible for servicing students with special education needs. These students are most often identified upon entry to the school however they can also join the program after they have been observed and identified by teachers.
- Personal, social, health and economic education (PSHEE) is a program of teaching and learning that promotes pupils' personal development, social development and well-being. It equips students with the knowledge, skills and understanding they need to lead confident, healthy and independent lives. Time allocations for this program vary depending on year level.
- The evidence included exam analysis reports from most department heads. These reports included exam data and information on the pros and concerns recognized by their department. Individual students are also highlighted.
- The schools offers the Combined Cadet Force (CCF), Duke of Edinburgh Award Scheme (DofE), Sports Leaders' Program, Helping Hands, ConSERVE, and Green Team which all afford students opportunities to apply their learning in real-world contexts.
- Unifrog is an online platform that helps students prepare for and make choices about university.
- The school's religious nature is evident with students attending chapel on a regular basis and theology courses being offered at multiple levels.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Attitude to Learning is a part of the reporting process which measures student performance in the classroom, during independent study and their mindset. It is an essential component which helps ensure students develop proactive and productive work habits. Parents, and students have been made aware of the rubric which is used to measure Attitude to Learning. Teachers, students and parents expressed the benefits of this program.
- Equipped to Flourish is a program which is driven by the school's unofficial motto, "work hard, play hard and serve well." Its purpose is to develop character skills which will help students thrive in life. It focuses on students being reflective on how they are developing skills, wellbeing, curiosity, commitment and community.
- It was evident that the school programs have been successful with the school receiving excellent results in the 2019 GCSE and A-Level exams. 49% of their students attained scores of 9 – 7 in the GCSE exams (9 being the highest) and 72% attained scores of A* - B in the A-Level exams.
- In addition to the school handbook, each department has developed its own handbook which details the requirements specific to their courses. This promotes consistency and continuity in the department across year levels and is beneficial to new teachers.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team Recommends:

- Teachers expressed the need for foreign language courses to be made mandatory for students beyond the age of 14 years old. It would be beneficial to review the school's policy around foreign language courses and to consider the requirements for University entrance.
- It was observed that most of the instruction is teacher led. It is recommended that more visual, auditory and kinesthetic learning strategies be used. Including formative assessment strategies in lessons will provide teachers with informal data on student performance which can be used to drive instruction. Using Total Participation Techniques (e.g. whiteboards or hold ups) will help ensure all students are engaged in learning.
- Instruction in the use of information technology (e.g. word, excel, PowerPoint and acceptable use) was not evident. These skills are becoming essential for success in university and it is recommended that programs be established beyond the current Digital Literacy course which is currently offered in 1st to 3rd form.
- Preparation for university and career readiness can be focused on at an earlier stage. When students have an idea of their post-secondary pathways they can choose courses that will ensure they have the prerequisites they need for entry into university. Programs that support students

who may not wish to enter university right away or choose to enter the work force should also be available.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

INFORMATION RESOURCES STANDARD FOR ACCREDITATION (Indicators 12.1-12.15)

The Standard: The school's information resources are appropriate and adequate in scope, quantity, and quality to facilitate achieving the school's Mission and delivery of its educational program. The resources are accessible to all students and the staff for use in learning and teaching and to broaden and extend their knowledge and skills. Appropriate instruction is offered to the students and the staff on the appropriate, ethical, and most effective uses of the information resources. Information resources are current and functional.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
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	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.
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B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information skills curriculum	X
Inventory of information resources	X
Inventory of information technology equipment	X
Policies related to information resources and technology	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The library is the school's hub for reading and learning. The librarian remarked that it reflects the wants of the students and needs of the teachers.
- It is open from 8:30 to 5:00 every day including breaks and lunches.
- Digital Literacy is promoted through the use of online resources and tools. The librarian works with departments to plan research projects that require the use of Digital Literacy and research skills. This course is taught in 1st and 3rd form.
- Google calendars is used by teachers to book times for classes to use the library. They can also contact the librarian.
- 6th form students are allowed to stay in the library during study times.
- The library has a website on Google Sites which includes the library catalog, an embedded book request form, a Twitter feed to promote books and links to audio and e-book services.
- One of the challenges faced is that the librarian has to spend a great deal of time supervising 6th

form students which impacts other tasks that have to be done. The school is aware and is already planning to build a 6th form center to resolve this.

- There was evidence of the school's policies around the ethical and appropriate use of information, technology and information resources. These policies include:
 - Data Breach Policy
 - Data Protection Information Handling Policy
 - Data Protection Policy
 - E-Safety Policy
 - Information Rights Policy
 - IT Acceptable Use Policy (Pupils, Parents and Visitors)
 - IT Acceptable Use Policy (Staff)
 - Social Media Policy
 - Digital Devices Policy
 - ICT Strategy and Usage Policy
- All devices accessing the school's network need to be registered within the IT Department.
- There is a parent portal and pupil portal that serves as a useful resource for accessing reports, exam grades, school documents and timetables.
- Students are not allowed to access their personal devices during the school day. They are handed in to House Parents before bedtime and stored in individually secured chargeable stations. Some students commented that they find the policy to be strict but they understand the purpose. It also can become a challenge for international students who wish to contact their parents but are unable to due to the restrictions and time differences. Others said that the limited use of devices has helped them to focus and improve their grades.
- There are 3 trolleys with class sets of chrome books which teachers can sign out from the library for usage in their classrooms. The trolleys also serve as charging stations.
- 16 Windows laptops are available for classroom usage.
- Each classroom is fitted with a desk top computer.
- Insets (professional development) on technology use are provided for teachers. Teachers remarked that improvements can be made in this area.
- New teachers are given training on the usage of the Independent Schools Administrative Management System (ISAMS) which is used to record student information, attendance and grades.
- 10% of the school's capital expenditure is dedicated to technology.
- The school is in the process of upgrading to touch screens boards for classrooms.
- The school has a policy which prohibits teachers from assigning homework that requires the use of technology. A teacher remarked that this policy is good because it forces students to have to do research at school in a supported environment. It also makes it easier for parents to ensure their children are actually completing their homework assignments instead of being distracted by other apps or websites when trying to complete their homework on devices.
- The limited use of technology in class helps to improve student penmanship and helps to prepare them for the GCSE Exams which are handwritten.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality.

Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- It is recommended that the school give consideration to increasing the amount of instruction and practice opportunities students receive around the use of technology. Competence in the use of technology is becoming more and more essential for students to be successful at the college level.
- More professional development around using technology as an instructional tool is encouraged. There are numerous software programs that enhance GCSE instruction and revision. They can also be used to promote individualized learning which would allow teachers to easily differentiate during lessons.
- Consideration should be given to increasing the amount of technical support and chrome books available. This will help ensure that classes have access to devices when needed and that technical equipment can be repaired in a timely manner.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

DESCRIPTIVE SUMMARY OF STUDENT SERVICES AND STUDENT LIFE

Education encompasses every area of the child's development. The school must, therefore, be as concerned with the quality of services offered to the children that will assure their physical and emotional development as they are with academic programs.

The Student Services and Student Life sections of the self-study are intended to assess the quality of those services and activities offered either by the school or outsourced.

The Descriptive Summary of Student Services and Student Life consists of the following elements:

- **Self- Assessment of Standard for Student Services**
- **Self-Assessment of Standard for Student Life and Activities**

STUDENT SERVICES STANDARD FOR ACCREDITATION

(Indicators 10.1-10.34)

The Standard: The school provides student services that are effective, appropriate, and that support student learning and achieving the school's Mission. The services are well-planned and well-delivered, and they are an integral part of and contribute to the school's educational program. Services are delivered by qualified personnel, sufficiently financed, evaluated periodically for their effectiveness. Services comply with any requirements of the civil authorities of the jurisdiction(s) in which the school is located.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Examples of student schedules	X

Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	X
Admissions criteria (if applicable)	X
Equipped to Flourish Booklet	X
Sixth Form Seminar Programme	X
Kingham Hill School website (Policies section, Admissions section for fees)	X
Admissions Policy	X
Parent Meetings Calendar	X
Pupil Timetables	X
Green Handbook	X
Bakers Drivers document	X
Driver CPC Periodic Training documents	X
Driving Authorization Master document	X
Menus	X
Nutrition document	X
Special Educational Needs and Disabilities (SEND) Policy	X
Staff Driving Guide	X
CPD Summary	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- The sixth form participates weekly in seminars.
- The teachers during the meeting support the students by organizing different visits by external

speakers from different professions, UK and US universities, as well as military personnel.

- The tutor system provides for “constantly having conversations and constantly supporting” students, as expressed by a teacher.
- The US Program students (as well as those interested in US universities) receive ACT, PSAT and SAT prep once a week.
- The school encourages the use of Uniform which is a digital platform for career matching.
- Students are referred to an external counselor who visits the school on a weekly basis, as needs arise.
- The school conducts external audits on the cafeteria.
- The GREENS department identifies and assesses students for SEN using psychometric test which are done in-house or externally. WRAT and DASH assessments are performed.
- Teachers mentioned that GREENS takes the stigma out of SEN. A student commented, “Greens department has helped me develop my character.”
- There are two full-time and two part-time learning support staff.
- During support staff meeting, most of the staff commented that there are numerous training opportunities as well as opportunities for personal growth. “Everyone just wants to watch you grow.”
- External consultant comes twice per year to evaluate catering services.
- Catering manager explained that her department has a “good budget for professional training”.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Provides student services that reflect the school’s religious identity and Mission.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The school is encouraged to share nutritional values information with parents and students as well as information on child development and learning.
- The GREENS department is encouraged to provide more in class support for students with needs.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent

but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION (Indicators 11.1-11.19)

The Standard: The school provides non-discriminatory student activities that are age- and developmentally appropriate and that supplement and enhance the school's educational program. A balance of academic, social, co- or extracurricular and service activities is maintained. Student activities are designed to foster intellectual, cultural, and social growth and physical health and wellness. Activities provide opportunities for student leadership and social interaction, encourage development of student interests, and, when appropriate, family involvement. Activities are adequately financed, periodically reviewed for their effectiveness, and appropriate for the school's Mission.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies on academic eligibility	X
Policies related to student life and student activities	X
For boarding schools	
Description of <ul style="list-style-type: none"> • Programs to develop healthy relationships with adults • Plan for continuous and responsible supervision by responsible adults 	X
Descriptions of <ul style="list-style-type: none"> • Provisions for student privacy • Recreational programs • Provisions for religious practice 	X
Staff Master Timetables	X
Minutes of School Council Leadership Programme	X
Enrichment Week Programme and Schedule	X
Saturday Programme Schedule	X
Pupil Timetables	X
Safeguarding and Child Protection Policy and Procedures	X
Safeguarding Training Schedules	X
Beacon Newsletter	X
Bulletin Board with names of sixth form prefects in Top School Building	X
Blue Book	X
Chapel Policy Document	X
Behaviour Policy Document	X
Photographs on Dorm Bulletin Boards	X
Sixth Form Handbook	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- Through student interviews a constant theme was that the student body was aware that the activities focused on character building and not simply on academic progress.
- There is a sense of community between pupils, teachers, boarding parents. "There is a great connection with the rest of the school: teachers, pupils,..."
- During the Student Life meeting the coaches and mentors mentioned there were CCF dinners, a Saturday program, an activist program "Duke of Edinburgh", sports activities as well as non-sports activities. One of the coaches mentioned it was "a great opportunity for bringing the groups together." They also mentioned there were opportunities for students to lead activities and sports.
- The coaches mentioned there were sports leaders awards for student volunteers.
- The school screens external coaches in the same way as they do teachers. It is done through Human Resources. All sports staff receive training.
- The school has budget allowances for each of the clubs, sports activities and other activities.
- There are boarding activities on the weekends which are collective or small community based by house: cultural visits, mountain biking, theme park visits. The school has a schedule of these visits.
- In student panel meetings, some students commented that they felt comfortable in providing feedback about activities while others commented that they would like to be able to choose their own activities instead of having them assigned.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- That students are asked through a sign-up form what activities they would like to participate in so that they may be placed according to preference.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

DESCRIPTIVE SUMMARY OF MAINTENANCE AND OPERATIONS

This section will examine three areas of the operation and maintenance of the school – Finances, Facilities, and Health and Safety. To ensure the effective implementation of all three, schools must have the appropriate policies, procedures, and resources in place.

The Descriptive Summary of Maintenance and Operations consists of the following elements:

- **Self-Assessment of the Standard for Finances**
- **Self-Assessment of the Standard for Facilities**
- **Self-Assessment of the Standard for Health and Safety**

FINANCES STANDARD FOR ACCREDITATION

(Indicators 4.1-4.17)

The Standard: The school has financial resources that are sufficient to provide its students with the educational program defined in the school's Mission and strategic plan. Financial resources are stable, and indications are they will continue to be stable for the foreseeable future. The school uses business practices that are ethical and follow accepted budgeting and accounting principles. The practices promote confidence in the school's ability to manage its fiscal and material resources in a responsible manner. The school dedicates its financial resources to implementing its educational program, services, activities, and operations.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Current operating budget	X
Certified external audit letter conducted within the last two years	X

Student tuition and fee schedule	X
Long-range financial plan	X
Schedule of student tuition and fees	X
Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution's ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students' financial obligations	X
Summary of the institution's insurance coverage	X
Policies related to finances, financial aid, and refunds	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- KHS maintains levels of income and expenditures that are in appropriate balance.
- Develops short- and long-range financial plans to ensure financial resources are available to deliver its educational program and services. There is a rolling 5-year financial plan which sits alongside the 15-year Strategic Plan.
- On annual basis, an external auditing agency (Kingston Smith) is invited to examine and endorse KHS's financial documents and plans. The school responds appropriately to the results and recommendations of financial audits or reviews.
- Provides the staff with appropriate opportunities to participate in determining financial priorities for curriculum and instructional needs. Department budget evidence was provided.
- KHS invested in renovating and building new facilities and implementing extra-curricular activities. Students said "Our school uses their money efficiently to build buildings like the new sports hall that can help us learn"
- By the beginning of third term, KHS informs families enrolling students in the school about the new

academic year financial obligations.

- Sets tuitions and fees that are related to the content of the school's educational program, the length of study, and equipment and supplies required for learning.
- Parent contract has and implements written, reasonable, and equitable tuition, collection, and refund policies. A one term written notice is required in case of withdrawal.
- Has the financial resources necessary to support and enhance the religious nature of the school.
- Carries appropriate insurance coverage (Hayes Parsons) that is adequate for protecting the interests and operations of the school. The School is protected against financial shocks by a Trust portfolio of assets.
- Conducts advancement efforts that are supported by the school's leadership, staff, parents, and alumni.
- Financial controls are comprehensive and well-embedded. Invoices are submitted to parents on monthly basis.
- Makes prudent use of resources available through development activities, grants, foundations, and other partnerships.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- NONE

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality that the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

FACILITIES STANDARD FOR ACCREDITATION

(Indicators 5.1-5.14)

The Standard: The school provides facilities that are safe, clean, and well maintained and that are appropriate and adequate to achieve the school's Mission. The facilities provide a physical environment that supports delivery of the school's educational program, services, and activities, and the ability of students to achieve the levels of learning and performance expected of them. The facilities are inspected regularly for effective operation and are in compliance with all applicable health and safety codes of the civil jurisdiction(s) within which the school is located.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules	X

Plans for any facilities improvements	X
Policies related to facilities	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- KHS was founded in 1886, an open school campus built originally on 1500 Acres, currently operating on 100 Acres.
- The school has sufficient and appropriate facilities for educational programs, instructional classrooms, health services, students' activities, students' services, and residential boarding. Facilities include:
 1. Top School (including Chapel)
 2. Middle School
 3. Veritas Building
 4. Admin Building (including The Lodge, Catering, Art, Music and DT)
 5. Leisure Centre
 6. Greenwich House (girls house)
 7. Severn House (girls house)
 8. Plymouth House (boys house)
 9. Sheffield House (boys house)
 10. Norwich House (boys house)
 11. Durham House (girls house including Medical Centre)
 12. Bradford House (boys house)
 13. Sports Centre
 14. Swansea House
 15. Old Sports Center
- KHS includes in its budget the resources needed for facilities, equipment, and materials to support its educational program, services, and activities. Provided new build facilities (Veritas Building, Biomass Boiler, Sports Centre)
- Teachers said, "The School has invested significantly in its facilities in recent years with a new Math /Science block and now a new Sports Hall and PE classrooms."

- As per provided evidence, KHS plans for, funds, and schedules regular preventative measures, repairs, electrical and mechanical maintenance schedule for each building.
- Parents said, “the school makes appropriate thoughtful investments in its facilities.”
- The Strategic Plan (mapped against a 15-year financial plan) ensures Governor Oversight of facilities requirements and this is supported by external contractor (a projects planned maintenance program) led quinquennial reviews of building, services and infrastructure.
- Is in compliance with the requirements of all appropriate civil authorities in which the school is located for fire safety and occupancy, KHS recently conducted and passed Independent Schools Inspectorate (ISI) inspection.
- Considers the capacities of its facilities and equipment before adopting new programs and in its strategic planning. The Headmaster and the Deputy Head mentioned that ‘the maximum capacity of school population with current facilities cannot exceed 400 students’
- Provides an effective pleasing learning environment which supports the educational goals and effective teaching. Parents said “The new sports center will provide new and exciting opportunities for our children, the new veritas building and library also gives students the best facilities and equipment to grow their understanding and knowledge...”
- Has adequate and appropriate lighting throughout its facilities and based on parents and students request the school increased outdoor lighting at night.
- Makes safe drinking water available for the students, the staff, and visitors to the school.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- In spite the age of the site, KHS has invested heavily in facilities and infrastructure, providing new build facilities (Veritas Building, and New Sports Centre) while continuing to ensure existing facilities are renovated on a monitored cycle.
- KHS provided external contractor reviews (projects planned maintenance program) of each building, services and infrastructure with detailed and prioritized maintenance and repair schedule.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- The school should review and organize the space for entering, exiting, and traffic flow within its facilities during dismissal time.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

HEALTH AND SAFETY STANDARD FOR ACCREDITATION

(Indicators 7.1-7.18)

The Standard: The school provides a safe, orderly, and healthy environment for teaching and learning that meets the health and safety requirements of the civil jurisdiction(s) in which the school operates. The school has and implements policies and/or procedural guidelines to ensure the health and safety of students, the staff, and visitors to the school. The school has and implements plans for responding to emergencies and crises.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
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	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.
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B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Emergency and crisis plans (Critical Incident Report)	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook	X
Security and access policy	X
Boarding Handbook	X
Safeguarding and Child Protection Policy and Procedures	X
First Aid Policy	X
PSHEE (Personal, social, health, and economic education) Handbook	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- KHS regularly reviews and updates its written policies and/or procedural guidelines governing the school's provisions for the health and safety of its students, staff, and visitors. Health and Safety and Fire Precautions were highlighted in a recent Material Change Inspection by Independent

Schools Inspectorate (ISI). The school's tracking system of procedures and policies was deemed as "exceptional"

- The school has check in system at the reception, any visitor must check in and receive a name tag in order to be on campus.
- Has and implements written procedures and functional equipment with which to communicate during fire and other emergencies (Critical incident Report), to summon assistance, and to evacuate the school's facilities. Students said, "Evacuation drills are taken very seriously even if it is a false alarm".
- KHS provided evidence of recent health and safety external audit report carried by "Holroyd Howe" in January 2020, KHS scored 96.82%
- Provides appropriate and adequate health care and safety for its students and staff during school day, and in residential boarding. Teachers said, "The school has an excellent, rigorous approach to the Health and Safety of Staff and pupils."
- Provides appropriate training for all staff and dormitory staff members on implementing the school's emergency and crisis plans including, but not limited to, handling accidents and illnesses, universal precautions for preventing the spread of infectious diseases, and child abuse prevention and reporting.
- KHS has 2 nurses available daily on campus till 6 pm. Also, a doctor visits the campus every Tuesday and Thursday for consultation.
- KHS has 50 staff members certified First Aiders. In case of minor incidents there is a minor injury unit 10 minutes away from campus to provide immediate help, for major incidents and depending on the case, Oxford Medical Center is 45 minutes away from school Campus, and an Accident and Emergency Unit is 30 minutes from campus.
- On daily basis, there is a member of Senior Management Team (SMT) is on call in case of emergencies.
- The schools carries out termly fire drill for boarding houses, and at least annually drill for teaching buildings.
- KHS has personal, social, health, and economic education program (PSHEE) of teaching and learning that promotes pupils' personal and social development and their health and well-being.
- As per evidence provided, KHS has comprehensive Safeguarding and Child Protection Policy and Procedures document. All adult staff and support staff members attended workshop at the beginning of the year. In addition, monthly workshop is held by Second Deputy for all support staff.
- Has and implements a system to account for the whereabouts of its students at all times. Boarding

students have house parents their 'frontline' responsibility for the moral, spiritual, physical and educational well-being of the pupils in their care. Day students also have day house parents to look after their needs.

- KHS has Deputy House Parent available in each dormitory house at all time. Also, there are assigned tutors for each house to support students' needs.
- Provides staff with up-to-date and relevant health, wellness, and safety information and practices pertaining to the school's students and staff. Teachers said "We are updated immediately via e-mails or department meetings"
- The Catering Operation at KHS received 7 certificates of excellence in a row for scoring above 95% in food safety external audit review.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- As per evidence provided, KHS has comprehensive Safeguarding and Child Protection Policy and Procedures document. All adult staff and support staff members attended workshop at the beginning of the year. In addition, monthly workshop is held by Second Deputy for all support staff.
- KHS conducts annual external audit reviews regarding food safety, health and safety management.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- KHS is currently installing sounders across the campus for use in lockdown procedures, which will need to be practiced by the community.
- Many staff members advocated for an increase in all types of evacuation drills, a sentiment with which the Team agrees.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

SCHOOL IMPROVEMENT PLANNING

In this section the Team reports on the school's self-assessment of the Standard for School Improvement Planning, and their Plan for Growth and Improvement.

As the final component of its self-study, the school develops a plan to improve those areas of student performance and organizational capacity that emerged from the self-study as the areas that are the highest priorities for improvement. The protocol requires that the improvement plan has three components:

- Three, four, or five measurable objectives, two of which must focus on improving areas of student performance;
- Multi-year action plans to achieve the objectives; and
- A system for monitoring implementation of the action plans and achievement of the objectives.

SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION (Indicators 3.1-3.8)

The Standard: The school plans strategically and continuously to grow and improve its students' performance and the school's capacity to produce the levels of student performance desired and expected by its community of stakeholders. The school's strategic plan is aligned with and supports achievement of its Mission. The school uses a collaborative process to develop and implement its strategic plan for growth and improvement and ensures that the plan includes professional development activities the staff needs to implement the plan and achieve its goals.

A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school MEETS this Standard for Accreditation.
	It is the Visiting Team's assessment that the school DOES NOT MEET this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Strategic and/or long-range plan	X

Enrollment plan	X
Policies related to school improvement planning	X
Schedule of Repairs	X
Key Performance Indicators	X

C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.

The Visiting Team observed that:

- Planning is a strength at Kingham Hill.
- In meeting with representatives of the Board of Governors, it was evident that the Board takes quite seriously their responsibility to establish and revise as appropriate a Strategic Vision for the School.
- A culture of planning, flowing from the Strategic Plan, characterizes Kingham Hill community. It is evident in everything from repair schedules to crisis management plans.

The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:

- Kingham Hill has a clear and detailed vision with clearly delineated mileposts all the way through 2030.
- The Board of Governors works closely with the Senior Management Team to safeguard a vision for Kingham Hill while respecting the role of the SMT to handle operational details.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Strengthening the planning processes at Kingham Hill by involving student and parent voices more comprehensively and systematically.

Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

THE PLAN FOR GROWTH AND IMPROVEMENT

A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

Action plans describe the methods the school will use to accomplish its Mission/Philosophy and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the “doing” part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission/philosophy.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school's Plan for Growth and Improvement according to the criteria for effective action plans.

Technical Review

The Team was provided with a copy of the school's approved Technical Review.	X	YES		NO
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A.1. Objective #1

X	This is a student performance objective
	This is an organizational capacity objective

- By 2027, we want to increase literacy among pupils each year, so that 50% of pupils score 75% or above on their collections and the school remains in the top 5% of schools nationally for progress in exam scores.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" and/or to improve the clarity and focus of this objective?

- None

A.2. Action Plan for Objective #1:

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	

Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?		X*
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- The school is encouraged to increase the number of people collecting and analyzing data so that it is not always the same three people performing this task.
- Add a variety of assessment forms and keeping all learning styles in mind.
- Ongoing student self-assessment so that students can assess their performance and track their performance.

A.3. Objective #2:

X	This is a student performance objective
	This is an organizational capacity objective

Student Performance Objective #2: Numeracy

We want to increase numeracy among pupils each year, particularly beginning in Key Stage 3 (1st to 3rd Form/6-8th grade) but also further up the school in 4th-6th Form (9th-12th grade). Increased literacy in Key Stage 3 should manifest itself in future years in pupil exam results (GCSE, A Level, SAT), but also in their scores in collections. Collections are a new initiative being piloted January- April 2020, where every third week, pupils will participate in a scheme of work targeting increased numeracy and core mathematical skills. On the Friday of the third week, pupils will participate in collections, where their knowledge will be tested. **In seven years' time, the school will aim to have 50% of pupils scoring 75% or above on their collections as well as to remain in the top 5% of schools nationally for progress in exam scores**

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" and/or to improve the clarity and focus of this objective?

- None

A.4. Action Plan for Objective #2:

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?		X
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- Vary the individuals and groups and include more stakeholders in the discussions about student performance objectives and the implementation of the action plan.
- Ongoing student self-assessment so that students can assess their performance and track their performance.
- Differentiate instruction and the content of the assessment (Collections) to accommodate different learning styles and meet the needs of all students at different stages of the learning process.
- Ensure that teachers review collaboratively and regularly evidence of student learning (from collections as well as other forms of assessments) in order to make informed decisions about teaching and learning.
- Ensure that teachers are provided professional development opportunities so that they are consistent in the way they use markschemes, rubrics and other assessment tools to evaluate student performance.

A.5. Objective #3:

	This is a student performance objective
X	This is an organizational capacity objective

- By 2027, the Equipped to Flourish initiative will be fully implemented. The target is to equip pupils to reflectively engage with what has been said about them in their reports to facilitate growth in the characteristics laid out in the Profile of Graduates. In seven years, we will aim to have 90% of pupils scoring an average of 2 in their Attitude to Learning as a measure of this reflective engagement outworked into practice and have all faculty expert in providing meaningful feedback to students.

	YES	NO
Is the objective:		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school's students?	X	
Reflective of the school's Mission, and supportive of the strategic plan of the larger organization?	X	
Does the objective:		
Include baseline data, and are they logically organized and presented in an easily understood format?		X
Enjoy the support of the school's stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
Does the school:		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" and/or to improve the clarity and focus of this objective?

- Baseline data gathering is currently in progress, and as per action plan it should be completed by

July 2020.

A.6. Action Plan for Objective #3:

Does this action plan:	YES	NO
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?		X
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?

- Consider some students and parents representation on "Equipped to Flourish" committee to identify selected characteristics.
- Provide teachers with an ongoing professional development regarding evaluation rubrics to maintain consistency across the board.
- Use and analyze data in grade level meetings to improve students' performance.

B. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

In this section, the Team reports its observation and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.

The Requirements of the Protocol for the Plan for Growth and Improvement

In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.

Requirement of the Protocol	Met	Not Met
Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance.	X	
<ul style="list-style-type: none">One or more assessments for each objective	X	
<ul style="list-style-type: none">Baseline data for at least one assessment for each objective		X
<ul style="list-style-type: none">Technical approval of the objectives	X	
Comprehensive action plans for each objective	X	
Plan for regular monitoring and review of the Plan (at least once annually)	X	

Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol and 2) any areas in which the school exceeds the requirements of the protocol.

The Visiting Team observed that:

- Kingham Hill has established worthy Objectives for student growth that enjoy widespread support from the entire community.
- Baseline data has been established for the two Student Performance Objectives, and the school is actively engaged in implementing the Action Plans.
- Baseline data for the Organizational Capacity Objective is being gathered, and evidence of its existence was shown to the Team.
- Creating groups to gather and analyze the data that include students and parents would likely increase buy in commitment to the implementation of the goals.

The Visiting Team determined that the school exceeds the expectations of the protocol in the following ways:

- The Action Plans for the Objectives are outstanding. They are detailed and clearly layout a path for success moving forward.

Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Include students and parents on the Action Plan Teams

Recommended Monitoring Issues:

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

Requirement of the Protocol	Recommended Action
NONE	

Recommended Stipulations:

In this section, the Team lists any requirement(s) of the protocol the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

Requirement of the Protocol	Recommended Action
NONE	

ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Associations Visiting Team is charged with making a recommendation to the Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

ACCREDITATION

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

NEXT STEPS

As Kingham Hill School proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.

- **Implement the Plan for Growth and Improvement.**

When the Middle States Association grants accreditation to a school using the *Designing our Future* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.

- **Submit an Annual Profile and Nominations to Serve on Visiting Team.**

As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.

- **Conduct Periodic Reviews of the Plan for Growth and Improvement**

While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.

- **Complete a Mid-Term Report**

At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.

- **Prepare for Reaccreditation**

At the beginning of the sixth year of the school’s accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Designing our Future* school improvement process has been ongoing as expected and preparing for the next team visit should be an extension of work already underway.

SUMMARY AND CLOSURE

Oral report

Good morning Kingham Hill,

It is my pleasure to join with you this morning after having spent already four very full days getting to know you and your school. I have been doing Oral Reports at the close of visits for over twenty years now, and I have done them in many venues and for a wide variety of audiences. But this is the first time I have had the opportunity to address the entire school community. **So, my remarks today will be addressed to you all, but especially to the young people gathered before us here.**

Kingham Hill is a truly special place, and my teammates and I have thoroughly enjoyed spending our time here as we seek to help your school grow into the best possible place. And that aligns quite nicely with your school motto “**in virum perfectum**”. I have heard many thoughts on how to translate that phrase over the last few days, and I’d like to take a shot myself: **towards the matured person (in Greek, the new person, kainon anthropon)**. That’s a kind of wrinkle on, as one of your documents puts it, “towards the perfect person”, understood to be Jesus Christ. And that’s quite fine, and of course deeply rooted in your history. But in the magnified vision of your school operations it seems quite appropriate to point towards your growth and perfection as a process to which Kingham Hill devotes itself.

- There is another quote that pops up with some frequency in your literature that has long been one of my favorites: Unless the Lord build the house. My first day on the new job it landed on my desk. I recite it every day.

This is a cautionary aphorism aimed at those who might take undue pride in their work, the great work that Kingham Hill seeks to do in and for you. And there is so much good here that it would be strange not to be proud.

- But, if I were to ask you why you are so successful here, I know I would hear a lot of answers.
- Some of you would say you work hard. (If that’s true for you, say “it’s true”) So, that is true.
- Some of you might say that you play hard and serve well. (If that’s true for you, say “it’s true”). And that too is true.
- Another might say grace has made us successful, as we heard in the Chapel, amazing grace. (If that’s true for you, say “it’s true”).
- Others said, quite literally, “it is because of the teachers and staff who care for us.” (If that’s true for you, say “it’s true”). Also true.
- But let it be remembered, at least by those who have been charged with your welfare, “Unless the Lord builds the house, in vain do its builders labor.”

The MSA process

Peer Review: we are not inspectors or judges. We come as peers who have left behind our own students and faculty and families not for pay, but because we believe in the MSA process of helping students and schools reach for excellence.

We start with Mission. The school Mission is to provide an excellent all-round education within a distinctively Christian context. The goal is to welcome talented pupils from a wide range of backgrounds

and circumstances, and to produce young people of vision, faith, and character, who are well-qualified and equipped to flourish in their adult lives.

That's a lot of words, but in a nutshell, it means to produce people who work hard, play hard, and serve well. Is that true for you? Is that true?

Then there are Standards: Just like you have in sports. So, does the team play good defense? How is their scoring? Do they pass well? Do they cooperate with one another? There are 12 Standards, and it is the judgement of this Team that you and your school meet all twelve, and in some cases exceeds them. We will also have a few suggestions to make, and **some of them are a result of conversations we had with you.** For Middle States, it's really important that students have a voice!

The process used by your school to engage in the self-study was engaging, and truly inspiring in its attempt to look at each of the Standards and attempt to determine how well things are going not simply to check off boxes, but really to make things better in the life of the school. And that appears to us to be part and parcel of how things are done at Kingham Hill: with **deep reflection** and concern for how to **improve moving forward**. That gives us, the Team, great confidence that that things will indeed improve.

There is one change we are going to ask the school to make moving forward, however, and that is to make the Planning Team more broadly and directly representative of the whole Kingham Hill community. There are staff and faculty on the planning team, and there was some input from the board of Governors, but there need to be seats at the table for students and parents and perhaps alumni to share their hopes and dreams and to monitor the progress of the plan. We were so impressed in speaking with so many of you. You have indeed developed powerful voices here at Kingham Hill, and it is important that they be heard.

Plan for Growth

As many of you know, the school has set out for itself three major goals for the next seven years. I won't go into the details today but suffice it to say that the goals seek to ensure that everyone improves in both literacy and numeracy. We can all agree, I suspect, that these are good things, and we are convinced that working together, you can do it. If the goals are met, Kingham Hill students will continue to evidence significant growth year after year. More significantly, the third goal is directly related to **Equipped to Flourish**. We would really like to commend the school in its attempt to comprehensively address your needs in a thorough going approach to education that transcends the merely academic and embraces the more, the stuff of character, the stuff of the **virum perfectum**. This program is designed to equip you with the skills and character traits that the school has identified as essential: a graduate will be appreciative, empathetic, motivated, respectful, communicative, tolerant, confident, resilient and demonstrate integrity and perseverance. All of these will become evident as you grow in developing community, skills, a sense of well-being and curiosity and commitment. These are the signs of life-long learners, of adults prepared with a liberal education, prepared for the challenges of adulthood. Signs of the matured person.

What more could you possibly ask from a school? From our perspective, little, because what you have is indeed quite a lot. We are confident that moving forward Kingham Hill has a plan that will work for you, and that they have the resources to provide it. This is an excellent school. Would you agree? Would you agree? Amen. And so, we are happy to share with you that we will be recommending that the Middle States Associate of Colleges and School reaccredit Kingham Hill for another seven years.

I would ask your indulgence for a few moments to address the adults in the room. Well, at least the adults who are not in 6th form.

As we spoke to students and parents, we heard many fine things about you, and what you are doing here. If I may, I would like to share a few quotes:

- “Teachers try and help you reach the goals you want.”
- “Teachers are not just focused on academics, but also focused on what good as a person you can do.”
- “Everyone is so friendly and helpful and there’s always someone to talk to.”
- “Greens department has helped me develop my character.”
- The teachers are passionate about what they do.
- The school has helped push me out of my comfort zone.
- This school has changed my entire life.

Parents

- The school develops more than just academics.
- teachers are approachable and responsive to emails.
- I love that there is a calm and peaceful atmosphere.
- The school’s visions have been set and achieved.
- There is a home away from home environment.
- My child has truly flourished since he started at Kingham Hill.

I would like to offer a few words of thanks to so many who have made this such a successful visit. First and foremost, I need to thank your Headmaster and the entire Senior Management Team. They did a wonderful job helping us through the process. I need to thank all the support staff who worked quietly behind the scenes to see that all our needs were attended to, from transport to meals to copying and key access. Wonderful. My greatest thanks go to Ashley Wright, who was the primary Internal Coordinator, and who did the lion’s share of work to make all of this happen. She made this visit so easy and productive for all of us. And finally, my thanks to a team of professional educators from around the world with whom I will likely never work again, but who dedication and professionalism made these four long laborious days a joy. We laughed much as we reveled in the good of Kingham Hill. Finally, thanks to all here for whatever you did, small or large, to build this house, and make our visit so successful. God bless.

VISITING TEAM ROSTER

Role	Name	School/Organization
Chair of the Team	Kevin McNulty	St. Joseph Regional H.S.
Team Member	Ms. Keisha Allen-Smith	Berkeley Institute
Team Member	Ms. Layla Block	American School of Madrid
Team Member	Ms. Martha Corona	Aquinas American School
Team Member	Mr. Nabil Michel Kaldas	New Generation International School