

School inspection report

4 to 6 June 2024

Kew College Prep

24 to 26 Cumberland Road

Richmond

Surrey

TW9 3HQ

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Governors keep themselves well informed about the school and provide effective oversight of the work of leaders to ensure they demonstrate appropriate skills and knowledge to meet the Standards. Leaders and governors work together to ensure the vision and values of the school are understood by pupils, parents and staff.
2. The broad and enriched curriculum is taught effectively to enable pupils to work at a high level and make good progress. Pupils are appropriately assessed and monitored, and parents receive regular and helpful reports about their child's attainment and progress. Pupils who have special educational needs and/or disabilities (SEND) are enabled to make good progress in relation to their starting points.
3. Teaching is well-planned and provides challenge to all pupils. Leaders monitor its effectiveness to ensure pupils acquire new skills and knowledge in a range of ways, which enables them to make good progress. Pupils display positive attitudes to learning and engage enthusiastically in a wide range of activities.
4. Leaders have created an effective personal, social, health and economics (PSHE) programme, which results in pupils demonstrating mutual respect for people of diverse cultures. The school provides opportunities for pupils to consider and develop their appreciation of non-material aspects of life through collective reflection.
5. Pupils' positive behaviour consistently reflects the school's aim to create a nurturing environment in which pupils are happy and work well alongside their peers. However, the behaviour policy is not always implemented consistently, including with regard to the role of staff in resolving behavioural incidents and the use of, rewards and sanctions.
6. Pupils are encouraged by teachers to consider their place in the local community and the wider world. They reflect upon how their actions might affect others. As a result of a well-planned programme of personal development, pupils develop a sense of social responsibility. and leaders ensure pupils are prepared for their next steps and for life in British society.
7. Effective risk assessment and health and safety arrangements are in place. The premises and accommodation are suitably maintained. Pupils are effectively supervised at all times.
8. Suitable arrangements are in place to ensure the safeguarding policy is successfully implemented.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

Recommended next steps

Leaders should:

- ensure the consistent application of the behaviour policy, including with regard to the role of staff in resolving behavioural incidents and the use of rewards and sanctions.

Section 1: Leadership and management, and governance

9. Leaders have a comprehensive understanding of the needs of all groups of pupils. They ensure that staff develop effective relationships with pupils and provide them with the support, encouragement and challenge they need to progress.
10. Governors have an in-depth understanding of the school's work and performance as a result of regular reports, school visits, meetings and interaction with school leaders. They offer senior leaders support and encouragement as well as providing robust challenge in all areas of the school's work to ensure that all policies are implemented appropriately in a way that actively promotes pupils' wellbeing. Governors ensure that leaders effectively carry out their responsibilities and ensure that all the Standards are met.
11. A designated governor provides effective oversight of safeguarding and ensures the designated safeguarding lead (DSL) is both well supported and challenged regarding current cases and decisions taken. Leaders work effectively with external agencies, including relevant safeguarding partners.
12. Through a series of assemblies, form times and messages communicated to parents, leaders ensure that the school's aims and values are understood by all stakeholders, which positively impacts on the level of pupils' effort, contribution and engagement.
13. Leaders evaluate the strengths and areas for development across the school. Leaders and governors monitor the school's progress against the detailed objectives set in the comprehensive school development plan, such as plans to develop particular methods of teaching to enhance pupils' analytical skills.
14. Risk is managed well across the school and there is an effective culture of risk assessment, which leads to suitable actions being taken to avoid harm. Appropriate assessments are in place to support the health, safety and safeguarding of pupils and staff when in school, using local facilities and on trips. Staff create specific risk assessments that identify potential risks and mitigating actions carefully.
15. Leaders ensure that the provision meets the requirements of the Equality Act 2010. The school's accessibility plan contains appropriate measures to enhance the accessibility of the curriculum and premises to any pupils who have disabilities. Leaders ensure that no pupils or groups are discriminated against.
16. Parental concerns are managed well by teachers and leaders in line with an appropriate complaints policy. Formal complaints are managed effectively in a timely manner and are recorded appropriately.
17. Parents receive useful and regular reports about their children's progress. Other required information is provided on the school's website.

The extent to which the school meets Standards relating to leadership and management, and governance

18. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

19. The balanced curriculum successfully provides breadth through the inclusion of subjects such as dance and philosophy. It is further enriched by a wide variety of additional events such as educational visits, themed days and visiting speakers.
20. The curriculum is supported by appropriate and regularly reviewed schemes of work, written and adapted by senior leaders and teachers to expose pupils to a wide range of topics and material which challenges pupils to deepen their understanding. Effective planning takes into account the ages and prior attainment of pupils.
21. Leaders have created a 'can do' culture, which enables pupils to experiment in their learning without fear of failure. Teachers use good subject knowledge and a wide range of teaching methods and make effective use of resources to enable pupils to learn well and have confidence in their own learning. Teachers apply specialist subject knowledge effective in subjects such as in science, philosophy and music. Leaders monitor the quality of teaching through regular lesson walks, book and subject reviews, and regular supervision meetings in the early years.
22. As a result of training, teachers use agreed strategies to provide pupils who speak English as an additional language (EAL) with effective additional effective support when required. As a result, these pupils make good progress with their English.
23. In the early years, a broad and varied curriculum ensures children develop communication and language skills well. Staff set high expectations, which result in children acquiring new skills and knowledge rapidly. Children engage effectively in free-flow and child-initiated play in which they demonstrate creativity and curiosity. They are confident to choose resources in the setting, including age-appropriate technology. Supportive staff play alongside children, guide their play and encourage dialogue through effective questioning.
24. Teachers have high expectations, which leads to pupils working at a high level across the curriculum. For example, in English and mathematics, pupils work on topics often studied by older pupils nationally. Pupils also explore challenging topics in, for example, art, and information and communication technology (ICT). Pupils acquire new skills and knowledge at pace and deepen their understanding across the curriculum. Consequently, pupils make good progress across all subjects, as demonstrated by their results and success at entry to a wide range of schools with challenging entry requirements.
25. Pupils who have SEND make good progress. Appropriately trained staff identify individual pupils' needs and work collaboratively to ensure these are met through effective methods shared with teachers of all subjects to ensure pupils feel confident in their learning and develop their understanding well.
26. An appropriate assessment framework is effective in ensuring pupils' needs are recognised and addressed so that pupils make good progress regardless of their starting points. Teachers provide effective feedback in a variety of ways to enable pupils to understand the strengths of their work and where it could improve further. Pupils show pride in their work and reflect positively on the clear and constructive feedback they receive from teachers.

27. The school provides an extensive range of extra-curricular activities, which broadens and deepens pupils' skills, knowledge and understanding in areas such as running and computer gaming. Pupils' participation levels are high.

The extent to which the school meets Standards relating to the quality of education, training and recreation

28. All the relevant Standards are met.

Section 3: Pupils' physical and mental health and emotional wellbeing

29. As a result of teachers' regular reference to the school's aims in weekly messages, on noticeboards, and as inherent aspects of the school rules, pupils demonstrate mutual respect for each other. Pupils learn about the harm that prejudice and discrimination can cause. As a result, they demonstrate a willingness to challenge any discriminatory comments should they occur.
30. Pupils' moral understanding, and the value they place on kindness, is underpinned through positive reinforcement by teachers. They use house points, awards, stickers and 'kindness confetti' to encourage pupils to respect others. Teachers' recognition of acts of kindness and honesty further develop pupils' moral understanding and influences the choices they make.
31. In the early years, teachers use their knowledge of individual children effectively to develop their appropriate emotional responses and ability to control these. As a result, children feel safe, happy and confident in their setting. Leaders and staff provide pupils with opportunities to celebrate their own and others' individuality. These, along with the positive manner with which leaders and staff treat pupils, develop pupils' self-understanding, self-confidence and self-esteem.
32. Behaviour across lessons and during recreation time is consistently good and pupils work together effectively and play co-operatively. Any behavioural incidents and concerns are dealt with promptly by staff and, as a result, pupils feel well supported. However, staff are unclear about recent changes to the behaviour policy. This has resulted in an inconsistent application of agreed, rewards and sanctions.
33. Pupils and staff have a clear understanding of the anti-bullying culture in the school because leaders have devised a schedule of whole school anti-bullying assemblies, special weeks and cyber-bullying discussions with pupils in Years 5 and 6. Whilst incidents of bullying are rare, when they do occur, leaders take rapid and thorough action which supports the pupils involved and involves appropriate communication with parents.
34. A comprehensive, well-planned personal, social, health and economic (PSHE) education programme successfully enables pupils to develop their self-awareness and self-respect. The curriculum ensures themes are revisited, for example, health, wellbeing, democracy and families. An age-appropriate relationships and sex education (RSE) programme enables pupils to understand the importance of consent and the need to respect people's privacy. As a result, pupils learn about what makes relationships healthy and what might detract from this. The PSHE programme teaches pupils strategies they can use to recognise and deal with their emotions and alleviate moments of stress or anxiety.
35. Leaders provide a wide range of opportunities for pupils to develop their spiritual awareness through, for example, collective reflection, open-ended philosophical questions, consideration of works of art and engaging in activities that encourage pupils to express critical thinking.
36. Pupils' physical education (PE) is developed effectively in the curriculum and beyond. Teachers lead weekly PE lessons on site and use offsite facilities in the local area to enhance the curriculum. Individual and team sports are encouraged, and pupils develop their teamwork and sporting skills through regular involvement in matches and tournaments.

37. Leaders, with effective oversight by governors, ensure the school's premises and accommodation are suitably maintained. They arrange for the required checks and servicing, including of fire safety equipment, to be carried out regularly and methodically. Fire evacuation drills take place regularly and a suitable fire risk assessment is in place.
38. Pupils are suitably supervised at all times through effective deployment of staff, which results in them feeling safe and secure whilst on site.
39. First aid arrangements and procedures are suitable. Staff are trained appropriately, with those in the early years trained as paediatric first aiders.
40. The school appropriately maintains the admission and attendance registers. Leaders inform the local authority whenever pupils join or leave the school at non-standard times.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

- 41. All the relevant Standards are met.**

Section 4: Pupils' social and economic education and contribution to society

42. Pupils are encouraged to consider and develop their responsibilities in their local community and the wider world. Leaders present assemblies, for example, on the environment, which enables pupils to think beyond their own school, and to reflect upon how their actions might make a difference to the lives of others.
43. The school prepares pupils well for life in British society. Recognition of national events and visits to places of interest, for example, the British Museum, underpin pupils' understanding of British values and Britain's place in history. The curriculum is designed to enrich pupils' understanding of equality and the importance of respecting people's protected characteristics, such as race, religion and sex and to develop tolerance, and respect for people from a diverse range of backgrounds. For example, pupils learn about different types of families and issues relating to people's wants and needs across the world.
44. Pupils also develop tolerance and respect for diversity through their study of world religions. Their learning is enhanced by visits to different places of worship and 'international days' that help promote respect for diversity effectively.
45. Pupils develop economic understanding through learning about budgets, economic migration and running a business. In annual enterprise team-building exercises in which they design, produce and sell their products and ideas, older pupils learn about profit and loss, marketing and sales.
46. Leaders plan a series of activities which enable pupils to develop their understanding of rules and laws. For example, pupils in Year 2 attend scooter training, pupils in Year 3 take part in a safe walking scheme and pupils in Year 6 learn how to cycle cycling proficiently on public roads. Pupils explore how laws are established and of the role of Parliament and how it works. Pupils discuss topics, including those with ethical considerations, which emerge from current affairs.
47. The curriculum provides opportunities to develop pupils' understanding and appreciation of democracy. Pupils study democracy as part of the PSHE programme and older pupils discuss party political issues in relation to parliamentary elections. Staff guide such discussions appropriately to ensure that they give a balanced perspective. In addition, pupils vote for library monitors and school councillors, school charities and offer suggestions for consideration by the school council.
48. Pupils accept responsibility for their own actions and are supported in developing this through a wide range of positions of responsibility in Year 6. They take on roles such as 'eco warriors', music, art and sport leaders, and mental health ambassadors. Fulfilling these roles enables pupils to develop their communication and leadership skills, as well as to understand their contribution to society.
49. The school prepares pupils well for the next stages in their education. Children in the early years are carefully monitored and communication about their strengths and areas for development forms a key part of their transition into Year 1. Leaders ensure that Year 6 pupils are prepared for their move to senior schools by providing support and advice about the way that their educational experience is likely to evolve. Pupils are also provided with practice interviews and early discussions about the range of possible careers paths in the future.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

50. All the relevant Standards are met.

Safeguarding

51. The appropriate safeguarding policy reflects current statutory guidance and is implemented effectively. Leaders with safeguarding responsibilities respond to any safeguarding concerns that are raised swiftly and appropriately, including by liaising with and, when appropriate, making referrals to relevant external agencies. The designated safeguarding lead (DSL) maintains suitable records of safeguarding concerns and actions taken in response to these.
52. Governors, including the designated safeguarding governor, provide effective oversight of the school's safeguarding policy and procedure, including through a termly review.
53. Staff receive suitable safeguarding training, including at induction. Staff training is regular and appropriate. The DSL and members of the safeguarding team have enhanced training every two years.
54. Staff are confident when dealing with concerns about pupils. Staff understand that there are potentially higher risks for those pupils who have SEND. Staff respond appropriately and report concerns to the DSL whenever they arise. Staff understand the need to report low level concerns and allegations against adults and to whom such concerns should be reported.
55. The school teaches pupils how to keep safe, including when they are online. Appropriate filtering and monitoring of internet usage is in place.
56. Staff with responsibility for safer recruitment ensure all required checks are made on staff and governors before they are appointed. Appropriate risk assessments are put in place should the Disclosure and Barring Service (DBS) certificates be delayed. All checks are recorded in a suitably maintained single central record of appointments (SCR). Leaders and governors maintain effective oversight of the SCR.

The extent to which the school meets Standards relating to safeguarding

- 57. All the relevant Standards are met.**

School details

School	Kew College Prep
Department for Education number	318/6056
Registered charity number	286059
Address	Kew College Prep 24 to 26 Cumberland Road Kew Richmond Surrey TW9 3HQ
Phone number	020 8940 2039
Email address	enquiries@kewcollegeprep.com
Website	http://www.kewcollegeprep.com
Proprietor	Kew College
Chair	Mrs Andrea Samuelson
Head	Mrs Jane Bond
Age range	3 to 11
Number of pupils	269
Date of previous inspection	1 to 3 October 2019

Information about the school

58. Kew College Prep is an independent co-educational, day school. It is overseen by a board of governors. The head was appointed in 2021 and the chair of governors in 2023. The school is structured into three departments: early years for children aged 3 and 4 years, infants for pupils aged 4 to 7 years, and juniors for pupils aged 8 to 11 years. There are two classes per year group.
59. The nursery consists of 19 children in one class. There are 32 children in two Reception classes.
60. The school has identified 40 pupils as having special educational needs and/or disabilities (SEND). No pupils in the school have an education, health and care (EHC) plan.
61. English is an additional language for 17 pupils.
62. The school states its aims are to provide children with a well-balanced, broad and enriching educational experience. It strives to create a nurturing environment that is relaxed but purposeful; one in which children feel happy and enjoy working with each other. The school aims to ensure that children feel valued and develop self-esteem and confidence to make informed choices. It seeks to inspire a sense of commitment, responsibility and resilience, preparing children with appropriate skills for the next stage in their education.

Inspection details

Inspection dates

4 to 6 June 2024

63. A team of three inspectors visited the school for two and a half days.

64. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

65. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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