Focused Compliance and Educational Quality Inspection Report
Regulatory Compliance Inspection Report

Kew Green Preparatory School

February 2023

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School's Details

School	Kew Green Preparatory School			
DfE number	318/6081			
Address	Kew Green Preparatory School Layton House Ferry lane Kew Green Richmond Surrey TW9 3AF			
Telephone number	020 894 85999			
Email address	secretary@kgps.co.uk			
Headteacher	Mrs Sasha Davies			
Proprietor	Gardener Schools Group Ltd			
Age range	4 to 11			
Number of pupils on roll	268			
	EYFS	33	**Juniors**	235
Inspection dates	7 to 9 February 2023			

1. Background Information

About the school

1.1 Founded in 2004, Kew Green Preparatory School is a co-educational day school situated in south-west London. The school occupies a refurbished building, neighbouring the Royal Botanical Gardens. The school is owned by Gardener Schools Group Ltd (GSG Ltd), a company that developed from the partnership that founded Ravenscourt Park Preparatory School in Hammersmith in 1991. The school is governed by a board of four directors.

1.2 The school has two sections: lower school which includes the Early Years Foundation Stage for children in Reception as well as pupils in Years 1 to 2; and the upper school for pupils in Years 3 to 6. Since the previous inspection the school has refurbished both the outdoor learning classroom for Early Years and the playground facilities. A new digital learning strategy has been implemented throughout the school and a new head teacher was appointed in September 2022.

What the school seeks to do

1.3 The school aims to focus on championing curiosity, creativity, confidence and collaboration across all areas of school life and learning. It seeks to instil tolerance and respect for others, celebrate diversity, embrace change and understand the importance of contributing to society.

About the pupils

1.4 Pupils come from a range of professional and ethnic backgrounds, with a relatively significant concentration on creative industries, media, advertising and design, who live locally to the school. Data provided by the school indicate that the ability profile of the pupils is above average compared to others who take the same test nationally. The number of pupils identified by the school as requiring support for special educational needs and/or disabilities is 25, which includes dyslexia, dyscalculia and ADHD. No pupils have an education, health and care plan. There are 35 pupils who have English as an additional language, with one pupil receiving individual support. Data used by the school have identified 28 pupils as being the most able in the school's population, and the curriculum is modified for them and for 69 other pupils due to their special talents in art, music, sport or drama.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here: The Education (Independent School Standards) Regulations 2014, Early Years Foundation Stage Statutory Framework.

Key findings

2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).

2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

2.4 Pupils receive relationships education. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.

2.5 The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2 – Spiritual, moral, social and cultural development of pupils

2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3 – Welfare, health and safety of pupils

2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.

PART 4 – Suitability of staff, supply staff, and proprietors

2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.

2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils demonstrate excellent levels of knowledge, skills and understanding across the curriculum.
- Pupils are highly effective communicators, both orally and in their written work.
- Pupils display high levels of competence in their use of information and communication technology (ICT).
- Pupils approach their studies with highly positive attitudes and an evident desire to succeed.

3.2 The quality of the pupils' personal development is excellent.

- Pupils are self-confident and self-disciplined; demonstrating resilience and perseverance to improve their learning.
- Pupils demonstrate a mature moral awareness and take responsibility for their own behaviour.
- Pupils are highly successful in their independent and collaborative studies.
- Pupils are respectful of each other in keeping with the school's ethos of kindness and care.

Recommendation

3.3 The school is advised to make the following improvements.

- Further develop pupils' literary curiosity through access to a wider range of children's literature.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Pupils demonstrate excellent levels of academic achievement as a result of highly supportive teaching and nurturing pastoral care. Pupils attain strong results in externally standardised tests, and their performance in senior school entrance examinations is highly successful, in line with the aims of the school. Tracking and monitoring procedures are comprehensive and allow teachers and leaders to identify relative areas of weakness in the performance of cohorts and individual pupils, leading to effective interventions being provided to support those pupils. Pupils make rapid progress in both individual lessons and over longer periods, due to the well-planned support provided by the school. This correlates with data provided, which show that more than four-fifths of pupils make progress in line with, or above expected levels. The same data shows that pupils with SEND and EAL make equally good progress, often from considerably lower starting points. The most able pupils' academic

achievements are significantly higher than that of their cohort, and in line with their ability. Annually around one third of leaving pupils in Year 6 achieve scholarships to their chosen senior schools. Most parents responding to the pre-inspection questionnaire stated that they are satisfied with the progress their children make throughout the school.

3.6 The knowledge, skills and understanding of pupils develop strongly as they progress through the school, supported by high quality resources, a broad curriculum and teaching which enthuses about the subject knowledge and encourages resilience and endeavour. All pupils responding to the questionnaire agreed that their teachers help them to learn and that their knowledge and skills improve in their lessons. In Reception, children displayed confident fine motor skills, competently using scissors and glue to create newspaper collage monsters. In a Year 1 practical science lesson pupils applied their knowledge of the properties of a range of materials, accurately sorting them into those which are flexible, bendy or rigid. Year 5 pupils demonstrated familiarity with sophisticated concepts, confidently using terms such as equinox and solstice as they discussed how the tilt of the earth's axis gives rise to the seasons. Pupils gain further confidence in their ability to apply their knowledge and skills through the wide range of activities arranged for them.

3.7 Pupils throughout the school are extremely articulate communicators, with highly developed reading, writing, speaking and listening skills. In a Religious Education lesson, Year 3 pupils discussed miracles in the Christian faith, demonstrating maturity and sensitivity in their responses to each other. Year 6 pupils cogently explored Shakespeare's *Macbeth*, displaying acumen and insight as they debated Lady Macbeth's manipulation of her husband. Children in Reception compared differences and similarities between lions and tigers, accurately using terms such as 'camouflage' and 'habitat'. In a Year 5 English lesson, pupils listened carefully to each other as they took turns to read aloud from the class text. Year 4 pupils confidently acted their parts in the dress rehearsal, effectively communicating a sense of fun and enjoyment to the audience. Pupils approach class literary texts with enthusiasm and delight and are ready to explore further. In the questionnaires nearly all parents said the school was well led and governed, and broadening the range of pupils' literary experience is just one area of development already recognised by school leaders. Pupils are proud of their work and individual written work across the school demonstrates a high standard of research, writing skills and imaginative presentation styles.

3.8 Pupils display high levels of competency in their numeracy and apply their skills effectively across a range of subjects. They make rapid progress in the development of their mathematical skills supported by a well-planned curriculum and engaging teaching which both underpins and stretches their numerical competence as they transition through the school. Pupils in Year 1 display confidence manipulating numbers up to 50. Learning about British coinage, Year 3 pupils demonstrated a high level of competence in mental arithmetic as they bought and sold items from their pretend shop. Year 5 pupils in a religious education lesson, accurately identified an isometric grid as they prepared their murals of good and evil, light and dark. In a mathematics lesson, Year 5 pupils effectively employed a range of different operations to solve problems to create today's date using random numbers. Scrutiny of Year 4 and Year 5 workbooks showed high levels of competence with a variety of numerical problems including manipulation of fractions, cubed numbers and negative numbers. Pupils routinely apply their numerical understanding across the curriculum, using graphs and data manipulation in science, timelines in history and creating mathematical charts to map the plays of Shakespeare.

3.9 Pupils are extremely adept in their use of ICT to assist their learning. Pupils gain basic skills through discrete ICT lessons and workshops applying these skills with competence in all areas of the curriculum. Reception children routinely use computers to build up their life skills, for example, learning how to access QR codes to access educational videos. Year 2 pupils applied their understanding of new software to save created documents on a publisher file while Year 5 pupils used their technical knowledge to improve their language skills, navigating a task in French to apply correct endings to adjectives. In a Year 5 science lesson, pupils competently used online programmes to locate five countries in the southern hemisphere and complete a research project on average temperatures.

In the music technology club, pupils used digital equipment with confidence, creating and recording their musical compositions. Pupils routinely use ICT to access work online, to research and present their ideas, successfully employing a wide range of techniques.

3.10 Pupils' study skills are accelerated by the school's skills programme which, in line with the school's aims, focuses on promoting the values of curiosity, creativity, confidence and collaboration. Through this learning programme, pupils learn how to approach their studies by becoming confident, reflective and proactive learners. Children in Reception advanced interesting theories explaining why male lions have manes while in an art lesson, Year 1 pupils analysed how to best use of watercolours and crayons to create colourful backgrounds for the dogs they designed in the style of a modern artist. Older pupils in Year 6 correctly formed a hypothesis to test during their experiment on mould, analysing the results of their experiment and drawing appropriate conclusions from their data. In a discussion, Year 4 pupils displayed a flair beyond expected for their age as they analysed the effectiveness of poetic imagery. Across all ages, pupils make rapid progress as they challenge their understanding through applying higher-order thinking skills. In this way the school very successfully achieves its aim to develop academically curious, creative and confident learners.

3.11 Pupils achieve considerable success within the formal curriculum and beyond. Pupils consistently achieve local, regional and national successes in a wide variety of sports. They attain a high level of success in external music examinations in a wide range of instruments and are highly successful in external examinations in speech and drama. Pupils achieve highly in public speaking and debating competitions and these successes are replicated in mathematics, science, drama, design and English. Of particular note is the high quality of the pupils' artwork which is regularly displayed in public exhibitions.

3.12 Pupils of all ages demonstrate highly positive attitudes towards their learning. They work hard in their lessons and display a genuine desire to succeed in all they attempt. In an ICT lesson, Year 3 pupils diligently prepared power point presentations, listening carefully to their teacher. Year 6 philosophy pupils effectively worked in small groups to create a poster explaining what makes a successful country while their peers engaged in a sensible, sensitive discussion about mental health in their personal, social, health and economic (PSHE) lesson. Pupils are highly effective learners, both as individuals and when working collaboratively, and the very large majority of parents agreed that the school equips their children with the team-working and collaborative skills they will need in later life.

The quality of the pupils' personal development

3.13 The quality of the pupils' personal development is excellent.

3.14 Pupils throughout the school demonstrate high levels of self-esteem and self-awareness, supported by the strong pastoral care they receive from their teachers. Pupils respond to challenge with confidence and courage, assured that the school will support and encourage them to succeed in their endeavours. From the youngest to the oldest throughout the school, pupils are encouraged to challenge themselves and to learn from their mistakes and this ethos strongly promotes their work ethic and confidence. Reception children displayed great perseverance as they recorded basic facts about the animals they were studying in their workbooks. Writing fictional diary entries, Year 2 pupils displayed pride in their work, explaining the importance of setting out the diary correctly with the date at the top. Year 6 pupils in an English lesson worked hard to articulate dramatic imagery to describe their fairies confidently using alliteration and metaphors in their descriptions. Pupils display confidence in their school community and say they are valued as individuals. Most parents responding to the questionnaire stated that the school helps their children to be confident and independent in fulfilment of the school's aims to nurture each pupil in a caring, happy environment.

3.15 Pupils understand the importance of making the right decisions and appreciate how their choices may affect their own success and impact on those around them. Children in Reception quickly learnt to ask for help when realising that it was easier to place larger building blocks when a friend helped. Pupils

in Year 3 chose their own topic to present as a power point, selecting a wide range of hobbies and interests to showcase. Year 5 pupils in a religious education lesson, re-enacted a dramatic presentation of Rama and Sita's story with thoughtful consideration for each other as they moved about the classroom. Pupils readily offer sensitive peer evaluation in their lessons to help each other improve their work and are mature in their collaboration as they share and exchange ideas.

3.16 Pupils display a strong awareness of the non-material elements of life. Children in Reception spoke of the innate needs of wild animals, of how lions prefer to live in a pride while tigers need to live alone. Older pupils described the importance of quiet times throughout the day and, in a philosophy lesson, practised meditation to help them relax and focus. In a Year 6 English lesson, pupils were insightful as they considered the moral dilemma of Malcolm and Donalbain, whether they should accuse Macbeth of murder or flee to save themselves. In their religious education lessons, pupils engage with a broad spectrum of world religions gaining a strong understanding of the importance of faith in individual lives. Pupils openly speak of feeling moved by music and art. The artwork displayed throughout the school evidences the pupils' ability to express themselves through the medium of colour and design. Throughout the school pupils gain a mature awareness of their own strengths and weaknesses as they reflect on their community and their role within it.

3.17 Pupils demonstrate an extremely highly developed sense of moral responsibility. Almost all parents and every pupil responding to the questionnaire, agreed that the school expects pupils to behave well. Pupils have an excellent grasp of what is right and wrong and understand the need to be kind towards each other. They speak appreciatively of the opportunities they are given to correct their mistakes and learn how to make better choices next time. Behaviour in the classroom is exemplary: pupils approach their work with maturity and commitment, and behaviour around the school is excellent. Children understand the rules about washing their hands and moving quietly and sensibly around the setting. In a discussion, Year 3 pupils were mature in their debate as they considered whether it is better to love or to be loved, and if war is futile. Year 5 pupils demonstrated a clear appreciation of the problems associated with single use plastics in their PSHE lesson. Pupils are consistently polite and pleasant in all aspects of school life. They understand the system of rewards and sanctions although they say that sanctions are rarely used. Pupils of all ages value their school community and take pride in their individual contribution to make this a happy place for everyone.

3.18 Pupils develop strong collaborative and social skills. They routinely work together with purpose and enjoyment in their lessons and activities. Pupils learn the advantages of teamwork as they participate in the many sporting and extra-curricular opportunities arranged by the school. Year 6 pupils in a philosophy lesson, worked diligently together to produce cogent arguments promoting or dismissing a range of proposals, for example, which is preferred, chocolate or crisps. In humanities, Year 6 pupils collaborated effectively in small groups to choose and research a mountain range for a project. All staff who responded to the questionnaire agreed that pupils readily help and support others. Pupils are extremely proud of their school and, in keeping with the school's aims to encourage collaboration, work together with dedication and enjoyment.

3.19 Pupils are highly aware of the needs of others and show great willingness to help each other in their lessons and outside the classroom. They gain valuable leadership skills in a variety of formal roles. All Year 6 pupils are prefects with a variety of duties including helping with younger pupils, assisting their teachers and helping manage school events. The overwhelming majority of pupils stated in their responses to the questionnaire that school listens to their requests. This reflects the many opportunities for pupils to influence their experiences in school through the school council and the open-door policy where pupils are encouraged to share their concerns with their teachers. Pupils value the roles they undertake, describing them as important for their community. Pupils engage willingly in efforts to raise money for those less fortunate than themselves, participating and organising in many fund-raising activities for local and national charities.

3.20 Pupils strongly value the welcoming, inclusive atmosphere of their school and they speak confidently of their understanding of the value of each individual within it. In a religious education lesson, Year 3

pupils showed a deep appreciation of the restrictions on women in some countries and cultures, comparing these with the freedoms enjoyed in this country. In discussions, pupils describe the posters they have in their classrooms, showing a mature understanding of the importance of fundamental British values. Pupils understand the significance of the Christian festivals of Easter and the Nativity and gain a greater understanding of the diversity of faiths through visits to a synagogue, a mosque and the local church. Pupils openly discuss issues such as gender, race and inequality in the PSHE lessons and listen to each other with respect and sensitivity. They are respectful of each other, supported by the curriculum which is carefully structured to promote these excellent outcomes, and by the culture of respect and kindness which is fostered throughout the school. Every parent responding to the questionnaire agreed that the school actively promotes values of democracy, respect and tolerance of other people.

3.21 Pupils demonstrate an excellent understanding of how to keep themselves safe physically, mentally and online and most parents stated that the school encourages their children to adopt a healthy lifestyle. Pupils learn about the benefits of a balanced diet in their science lessons and appreciate the choices they are given at mealtimes. Pupils understand the beneficial effects of fresh air and exercise and participate willingly in the many sporting activities available to them. They realise the importance of quiet times and value the opportunities for reflection which are built into the school day. Pupils display competence in their understanding of how to keep themselves safe online, supported by discrete ICT lessons and workshops. Pupils are grateful to the staff who support and care for them and say that they feel safe in their school.

4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the proprietor and some directors, observed a sample of the extra-curricular activities that occurred during the inspection period. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Pamela Johnson	Reporting inspector
Mr David Williams	Compliance team inspector (Former Director of Estates and Compliance, IAPS school)
Mr William Austen	Team inspector (Headmaster, IAPS school)