ISI Independent Schools Inspectorate

School inspection report

24 to 26 March 2026

Kew Green Preparatory School

Layton House

Ferry Lane

Kew Green

Richmond

TW9 3AF

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'.

Contents

SUMMARY OF INSPECTION FINDINGS **3**

THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS **4**

RECOMMENDED NEXT STEPS 4

SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE **5**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE 6

SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION **7**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION 8

SECTION 3: PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING **9**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS' PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING 10

SECTION 4: PUPILS' SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY **11**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS' SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY 12

SAFEGUARDING **13**

THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING 13

SCHOOL DETAILS **14**

INFORMATION ABOUT THE SCHOOL **15**

INSPECTION DETAILS **16**

Summary of inspection findings

1. The directors of the proprietor body, who provide governance for the school, promote the school's aims and ambition well. They have ensured that leaders and staff share their vision to provide an inclusive learning environment that stimulates intellectual curiosity, promotes academic rigour and supports pupils to learn independently. Directors foster close relationships with parents and pupils. This results in a palpable community feel within the school. It ensures that pupils' learning and development is supported holistically between leaders, staff and families.

2. The school delivers a well-sequenced, inclusive curriculum underpinned by an ethos of ambition, inspiration and success for all pupils. Specialist teaching in subjects enhances pupils' depth of knowledge and the development of skills from an early stage. A wide range of co-curricular opportunities extends learning beyond the classroom and supports pupils' confidence, enjoyment and broader skills development. Pupils achieve well and demonstrate positive attitudes to learning.

3. Most teachers provide pupils with encouraging and constructive guidance and feedback. Where this practice is effective, it boosts pupils' self-confidence and helps them to develop their knowledge and skills further. However, some teachers do not always provide precise guidance to pupils. As a result, pupils do not always receive clear instruction on how they can further improve their understanding and their work.

4. Early years leaders foster a nurturing culture that prioritises wellbeing and establishes secure foundations for future learning. Staff plan a wide range of interesting activities that link to class topics and real-life experiences. This helps children recognise the relevance of their learning and make meaningful connections.

5. The school successfully promotes pupils' physical and mental health through comprehensive personal, social, health and economic education (PSHE) and physical education (PE) curriculums. Pupils learn how to adopt a healthy lifestyle. Staff demonstrate flexibility and sensitivity in meeting pupils' individual needs and know pupils well, enabling them to provide both academic and emotional support. This contributes to pupils' confidence, self-esteem and sense of belonging, with many pupils expressing high levels of happiness.

6. Health, safety and safeguarding arrangements are robust, with appropriate fire procedures, well-maintained premises, effective medical provision and strong governance oversight. A systematic approach to risk management is evident, including procedures which also identify and manage less obvious risks.

7. Leaders prepare pupils well for their future lives. Charity work helps pupils gain an understanding of how they can improve the lives of others. Across the school, pupils acquire a growing understanding of financial matters. Staff provide budgeting scenarios that require pupils to make financial decisions. This helps pupils understand how to manage budgets and finances. Pupils recognise the importance of these skills, understanding that they will help them when they leave school.

8. The directors maintain oversight of safeguarding arrangements to ensure their effectiveness. Safeguarding leaders are suitably trained and understand their responsibilities. They respond appropriately to concerns and maintain suitable records. Leaders provide a variety of ways for pupils to share concerns. Pupils are regularly reminded of safeguarding information through assemblies and class discussions.

© Independent Schools Inspectorate 2026

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 that teachers consistently provide pupils with effective guidance and feedback that supports them to know how to improve their work, develop their understanding and learn as effectively as possible.

© Independent Schools Inspectorate 2026

Section 1: Leadership and management, and governance

9. Leaders ensure that the directors' ethos and vision are successfully implemented. The open-door policy and close partnerships with parents are highly successful in ensuring that pupils' wellbeing is actively promoted. There are regular opportunities for directors, staff, pupils and parents to engage. This results in a happy, positive community feel being fostered. The school's values and aims are central to decision-making. These are well known by the members of the school community.

10. The directors take great care in appointing leaders who share their ambition. They ensure that leaders have the appropriate knowledge and skills to fulfil their responsibilities effectively. Directors support leaders undertaking continual professional development so that they keep up to date with best practice and statutory guidance.

11. The directors undertake meticulous checks to ensure that policies are implemented effectively and Standards are met consistently. They provide valuable oversight across all areas, including the curriculum, through regular audits that help shape school development. For example, a recent audit has resulted in parents becoming more involved in the reinforcement of the PSHE curriculum.

12. Leaders have a secure understanding of what the school does well and areas for development. They drive continual improvement and have well-considered development plans. Leaders listen to the views of parents, pupils and staff, and their ideas help inform decision-making. The wellbeing of the pupils underpins school development targets. Plans already implemented have improved pupils' experiences, including the positive development of the newly introduced house system. This has reinforced the school's value of collaboration.

13. Leaders maintain an informative website where required policies and information are available and kept up to date. The complaints policy is appropriate. The school handles any parental concerns or queries quickly in line with this policy to prevent escalation.

14. Parents are provided with suitably detailed reports at the end of the year, alongside progress cards and opportunities to attend meetings in autumn and spring terms. A wide range of information is available in one place through the parents' portal, including specific information about their child.

15. Leaders have established constructive links with external agencies, including local safeguarding partners, to ensure the safety and wellbeing of pupils. They inform the local authority when pupils join or leave at non-standard transition points, in line with statutory requirements. The school liaises appropriately with the local authority regarding pupils who have an education, health and care plan (EHC plan). Leaders also provide the local authority with an annual report on income and expenditure and contribute to annual reviews as required.

16. Leaders give due consideration to fulfilling the requirements of the Equality Act 2010. They maintain and regularly review the accessibility plan to ensure that all pupils can access the curriculum and wider school life. Leaders make reasonable adjustments, including the use of assistive technology, flexible seating and adapted resources to support full inclusion.

17. Leaders in the early years maintain regular oversight of the setting and reflect frequently on practice to ensure that the curriculum, teaching and pastoral care continue to be of a consistently high quality. They foster a nurturing school culture that prioritises children's wellbeing and establishes secure foundations for future learning.

18. Leaders maintain oversight of risk management and have appropriate systems in place to identify and mitigate risk, including those relating to the physical environment, trips and visits and individual pupils. Staff complete regular training. Systems for monitoring, evaluation and the ongoing management of risk are well established.

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

19. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

20. Leaders implement a broad and balanced curriculum, with enquiry-based approaches that promote curiosity, independence and engagement in pupils' learning. For example, in mathematics, a cyclical programme of teaching supports consolidation and progression in pupils' learning, while in science, real-world learning enhances pupils' practical understanding. Leaders prioritise reading in the curriculum as the foundation for learning, supported by structured speaking and listening opportunities that strive to build pupils' confidence and understanding across subjects.

21. Teachers have good knowledge and skills in the subjects they teach. Subject specialists deliver lessons across the school, including in art, information and communication technology (ICT), modern foreign languages and music, enabling pupils to acquire deeper subject knowledge and skills. For example, pupils in Year 2 are provided with expert advice on how to refine and elevate their artwork based on the style of Matisse.

22. Teachers know the pupils in their class very well. They support them carefully so that pupils fully engage in their learning. A 'challenge for all' approach provides opportunities for pupils to apply their learning in more complex ways across the curriculum. Pupils, including those with higher prior attainment, are given tasks that support them to think deeply. Pupils respond positively to these approaches and demonstrate high levels of engagement and motivation.

23. Most teachers provide pupils with precise and detailed guidance and feedback. When this is effective, pupils understand what they have done well, grow in self-confidence and know what they need to do next. However, some teachers do not always provide guidance and feedback that enhances pupils' learning. Where this occurs, pupils are less well supported to address misconceptions or apply their learning more effectively.

24. Leaders ensure that there are robust assessment systems in place. These are used well across the subjects to ensure that pupils make the best possible progress from their starting points. Leaders use assessment information to ensure that pupils have the important foundational skills in English and mathematics. They use assessment information effectively to identify gaps, adapt future teaching and provide any additional support for individual pupils. This helps pupils to make the progress of which they are capable and to achieve well.

25. Leaders and teachers ensure that pupils have the knowledge and skills to support a highly successful transition to secondary school. For example, the school's 'quantum quills' group supports pupils to apply their learning across subjects in vibrant and alternative ways. The curriculum supports many pupils to achieve very well, a high proportion of whom achieve highly coveted places at selective schools, including the successful acquisition of scholarships across a broad range of subject specialist areas.

26. Leaders carefully plan the provision for pupils who have special educational needs and/or disabilities (SEND). Pupils who have SEND are identified early and staff are given clear guidance as to how best to support pupils in lessons. Staff provide effective in-class support, and where needed, high-quality additional interventions. Leaders use a range of information, including assessment information, observation, pupils', parents' and staff views, to review the effectiveness of the provision for pupils. This enables pupils to access the curriculum well and learn effectively, particularly in reading.

© Independent Schools Inspectorate 2026

27. Pupils who speak English as an additional language (EAL) are supported effectively through a combination of translation, targeted language development and gradual immersion, leading to increasing fluency and confidence.

28. Early years staff implement a comprehensive and expertly sequenced curriculum that is ambitious and meets the needs of children. Staff plan a wide range of interesting activities that capture children's interest and enable them to sustain concentration. Early literacy is promoted through phonics teaching that supports children in recognising and using sounds as they write sentences independently. Mathematical understanding is developed through activities that enable children to recognise odd and even numbers and explain their properties. Staff interactions are sensitive and supportive, creating a positive learning environment in which children explore freely and confidently.

29. The school offers a diverse range of clubs, and pupils engage enthusiastically in activities including karate, cookery, hockey and computing. Pupils apply their previously learned skills, for example in the writing club, which fosters a love of writing at an early age. Older pupils apply their musical and technical skills in the music technology (M-Tech) club. Leaders enhance pupils' learning experiences through regular trips and special learning days. For example, pupils in Year 6 reinforce physical and language skills on an overseas ski trip and pupils in Year 5 learn about astronomy through an immersive mobile planetarium.

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

30. All the relevant Standards are met.

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

31. Leaders and staff ensure that the school's 'four Cs' of curiosity, creativity, confidence and collaboration are understood and embraced by pupils. Across the school, pupils display high levels of curiosity. They ask big questions in their learning, such as what is the value of prayer. Pupils' creativity is celebrated. Their artwork is expressive and well executed. Pupils place emotion in their performances while playing instruments. They are provided with frequent opportunities to perform in front of an audience and display high levels of confidence while doing so. Staff promote pupils' self-esteem. For example, they encourage pupils to reflect on their achievements over the term and celebrate successes.

32. Leaders encourage pupils to reflect on non-material aspects of life through mindfulness sessions and in assemblies, where they ask pupils how music makes them feel. Staff encourage pupils to think deeply. For instance, pupils in Year 2 reflect on how the universe was created, and children in Reception wonder which came first, the chicken or the egg.

33. The PE curriculum is well planned and taught. It enables pupils to develop a keen interest in maintaining a healthy lifestyle and understanding the importance of exercise. Leaders ensure that sport is inclusive, with a wide range of sports offered, including football, netball, rugby, cricket and athletics. Pupils learn to be resilient, for example in hockey, where they are inspired to never give up. Specialist teaching starts in the early years, where children develop their gross motor skills through dance and swimming. Children also access a wide range of activities in the outdoor learning environment that further develops these skills, for instance by balancing on wooden planks.

34. PSHE and relationships and sex education (RSE) teaching is well planned, inclusive and aligned to statutory requirements. Teaching is age-appropriate and supported by regular staff training. Leaders have adopted a curriculum that builds pupils' emotional literacy and resilience. Topics are revisited and built upon as pupils get older. This enables pupils to acquire a secure understanding of important topics about their own personal development.

35. Pupils' pastoral and emotional wellbeing is very well supported. Where needed, leaders provide more specialist or individualised support for pupils who need it. For example, the progress centre provides effective support for pupils who have special educational needs and/or disabilities (SEND), offering a safe space to support emotional regulation and independence.

36. Leaders reflect on the effectiveness of behaviour management procedures and shape them to meet the needs of the pupils. They have introduced new measures where behaviour does not meet expectations, such as restorative conversations and opportunities for reflections. Leaders review behaviour trends regularly and respond proactively. As a result, pupils demonstrate exemplary behaviour, positive relationships and strong manners across the school, contributing to a calm, respectful and inclusive environment.

37. The school has clear anti-bullying procedures in place. When concerns arise, leaders seek pupils' views and parental perspectives to ensure that these are considered. They ensure that a thorough approach is taken to address and resolve issues effectively.

38. Leaders ensure that pupils are well supervised. Staff on breaktime duty are vigilant. They are well prepared for incidents that require first aid and act promptly when required. Older pupils assist with supervision through their roles as playground prefects. In the early years, staff understand safer eating requirements and supervise children carefully when they eat.

39. Attendance and admission registers are well maintained. Leaders monitor attendance levels, and staff take prompt action in line with the published procedure when attendance falls below expected levels. Leaders are aware of when they should report cases to the local authority.

40. Leaders maintain the premises well and implement a structured programme to ensure ongoing compliance with health and safety requirements. Staff are suitably trained and take part in refresher training as required. Fire safety procedures are appropriate and clearly documented. Leaders provide suitable accommodation for medical care and maintain suitable records. There are a suitable number of staff trained in first aid, including in paediatric first aid.

41. Early years staff use highly effective strategies to support children to recognise and regulate their emotions. Staff in the early years help children to gain a thorough understanding of people and communities that differ from their own. Children create scrapbooks about their cultures, languages and places in the world that they visit with family and friends, which are displayed in the classroom for all to enjoy. This develops children's sense of self and belonging well.

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

42. All the relevant Standards are met.

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

43. Pupils develop respect and social awareness through assemblies, discussions, charitable activities and community engagement and demonstrate kindness and responsibility towards others. Leaders have ensured that the curriculum enables pupils to learn the importance of having respect for all people. For example, pupils read the book *Wonder*, which reinforces the importance of kindness and accepting people for who they are. Older pupils consider stereotyping in PSHE lessons.

44. Leaders provide opportunities for pupils to learn about different cultures. Pupils visit different places of worship and study the main religions of the world. The school's European languages day celebrates different languages and cultures within the school community and provides an opportunity for pupils to gain a greater understanding of the world in which they live. Pupils learn through a wide range of activities, including Aboriginal art, African drumming and talking to community groups.

45. Pupils embrace the opportunities provided for them to take on leadership roles. Older pupils recognise the benefits of helping younger pupils through roles such as class prefect. Younger pupils understand how prefects can help them. These roles enable pupils to develop confidence, initiative and a sense of responsibility.

46. The curriculum educates pupils in the importance of playing their part in society. Pupils display understanding and great empathy. They are keen to help make the world a better place. For example, when learning about recycling and waste, pupils instigate litter picks on the local green to improve the environment. They learn to take responsibility for animals, for instance through roles such as being a tortoise prefect.

47. Pupils are motivated to contribute positively to their community and respond proactively to issues they identify. The PSHE curriculum helps pupils understand what it is to be a good citizen. Leaders engineer opportunities for pupils to gain an insight into life in the wider community. For example, pupils visit a local care home to play board games, and older pupils take part in a school sleepover to raise awareness and funds for a local homeless charity. Pupils also engage regularly in fundraising for good causes, such as a pink balloon day for a cancer charity.

48. Staff have developed an economic education programme that is practical and relevant, with pupils developing an understanding of money, budgeting and enterprise through real-life contexts. For example, in the early years, children explore using real money in the role-play area as they buy and sell items in the class cafe. The school's recent 'game of life day' involves age-appropriate scenarios where pupils manage budgets and make life decisions based on the income they have. Pupils in Years 2 and 3 learn about bank accounts, and pupils in Years 4 and 5 learn about house buying and mortgages. Pupils in Year 6 revisit the skills they have learnt and take part in an enterprise scheme. They create their own stalls and raise money for charity.

49. The curriculum enables pupils to develop an awareness of current affairs and British values. Staff encourage pupils to think about how their learning relates to the British values and pupils engage in debate. Pupils learn about democracy through voting for school councillors. Older pupils learn about the Houses of Parliament. Leaders provide pupils with practical sessions that help them develop

respect for law and institutions. For example, older pupils are visited by a judge and then take part in a mock court hearing.

50. Children in the early years learn about the importance of respect, taking turns and listening to one another. They develop important social skills, in an age-appropriate way. Staff intervene sensitively to support respectful interactions between children. They devise activities to support children's sensory needs and to help them develop their focus and attention on learning in a calm environment.

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

51. All the relevant Standards are met.

Safeguarding

52. The directors maintain effective oversight of safeguarding and work closely with leaders to ensure that policy and procedures meet requirements. They ensure that staff have secure knowledge through thorough training. Directors are made aware of any issues and know the main risks to the school and ensure that these are mitigated.

53. Leaders promote a positive safeguarding culture. New initiatives, such as the creation of a safeguarding curriculum for staff, regular training and weekly questions, ensure that staff gain a comprehensive knowledge of safeguarding matters, including the Prevent duty and the reporting of low-level concerns. The training helps adults who work in the school to recognise that safeguarding is everyone's responsibility. Staff have a secure understanding of safeguarding procedures. They respond appropriately to any incidents that occur and report these in a timely way.

54. Safeguarding leaders have appropriate systems in place to enable pupils to share concerns. They ensure that pupils know what a trusted adult is and provide learning opportunities, such as from the NSPCC to help them learn how to keep safe. They review the curriculum to ensure that they are refreshing and revisiting topics to support pupils' knowledge. In the early years, rigorous safeguarding and welfare practices ensure that children feel safe, settled and ready to engage fully in all learning activities.

55. Leaders consider online safety carefully. There is a comprehensive curriculum in place to teach pupils how to stay safe online. For example, Year 5 pupils learn how to recognise a scam. Suitable internet filtering and monitoring is in place. Safeguarding leaders are made aware of any inappropriate use. They take swift action when any potential breaches are identified.

56. Safeguarding leaders are well trained and knowledgeable and deal effectively with safeguarding concerns, including those relating to staff working with pupils. They seek support and advice from external agencies where required. They follow procedures and maintain comprehensive records. They share information with external professionals in line with statutory requirements. They foster links with the local authority, including through attending forums and training.

57. Leaders ensure that all required checks are undertaken on adults working with pupils before they begin work, including the necessary checks for supply and contractors. The single central record of appointments (SCR) is well maintained. The directors and leaders regularly check entries and files to ensure compliance.

The extent to which the school meets Standards relating to safeguarding

58. All the relevant Standards are met.

School details

School	Kew Green Preparatory School
Department for Education number	318/6081
Registered early years number	EY2698348
Address	Kew Green Preparatory School Layton House Ferry Lane Kew Green Richmond Surrey TW9 3AF
Phone number	020 894 85999
Email address	secretary@kgps.co.uk
Website	www.kgps.co.uk
Proprietor	Gardener Schools Group Limited
Chair	Mrs Maria Gardener
Headteacher	Mr Aidan McLaughlin
Age range	2 to 11
Number of pupils	197
Number of children in the early years registered setting	44
Date of previous inspection	7 to 9 February 2023

© Independent Schools Inspectorate 2026

Information about the school

59. Kew Green Preparatory School is a co-educational day school located in Kew, south-west London. The school is owned by Gardener Schools Group Limited (GSG Ltd), whose directors provide governance. The school comprises a Nursery for children aged two to four years, the lower school for pupils aged four to seven years, and the upper school for pupils aged seven to 11 years. Since the previous inspection, a new headteacher was appointed in September 2025.

60. There are 18 children in the early years within the school, comprising two Reception classes. Kew Green Nursery is a separately registered setting with Ofsted. There are 44 children who attend this setting. This comprises Hedgehogs and Badgers classes for children aged two to three years and the Squirrels class for children aged three to four years.

61. The school has identified 65 pupils as having special educational needs and/or disabilities. A very small number of pupils in the school have an education, health and care plan.

62. The school has identified English as an additional language for 42 pupils.

63. The school states that its aims are to stimulate intellectual curiosity, academic rigour and to provide pupils with the ability to learn independently. The school also seeks to encourage talents and interests beyond the academic. The intention is to instil knowledge, skills and attitudes so that pupils succeed in a complex, fast-changing society, with respect, resilience and high self-esteem. Central to the school's aims are the 'four Cs': curiosity, creativity, confidence and collaboration.

© Independent Schools Inspectorate 2026

Inspection details

Inspection dates	24 to 26 March 2026

64. A team of four visited the school for two and a half days.

65. 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 directors
- discussions with the headteacher, 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.

66. 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

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit isi.net

© Independent Schools Inspectorate 2026