



ISI Independent
Schools
Inspectorate

Progress Monitoring Inspection Report

Kensington Park School

June 2023

School's details

School	Kensington Park School			
DfE number	213/6389			
Address	Kensington Park School 40–44 Bark Place London W2 4AT			
Telephone number	020 7616 4400			
Email address	hmea@kps.co.uk			
Headteacher	Mr Stephen Mellor			
Sole Proprietor	Mr Hao Wu (Star Education Investment Ltd)			
Age range	11 to 18			
Number of pupils on roll	249			
	Day pupils	229	Boarders	20
	Seniors	167	Sixth Form	82
Date of inspection	29 June 2023			

1. Introduction

Characteristics of the school

- 1.1 Kensington Park School is an independent day and boarding school situated on three sites in the London Borough of Kensington and Chelsea. The school was opened in September 2018 and is overseen by the proprietorial body, Star Education Investment Ltd. There is an advisory board that supports the work of the school's sole proprietor. The current headmaster was appointed in September 2022. The lower school, for pupils aged 11 to 16, is based in Bark Place, and the sixth form, for pupils aged 16 to 18, is based in Queen's Gate. There is a single boarding house, located in Earl's Court, a short distance from the sixth-form centre.
- 1.2 Seventy-two pupils have been identified by the school as having special education needs and/or disabilities (SEND), of whom twenty receive additional support. Sixty-two pupils have English as an additional language, of whom twenty-nine receive additional support with their language acquisition. The school's previous inspection was a regulatory compliance inspection in January 2023.

Purpose of the inspection

- 1.3 This was an unannounced progress monitoring inspection at the request of the Department for Education (DfE) to check that the school has fully implemented the action plan submitted following the regulatory compliance inspection on 18 to 19 January 2023. The inspection focused on the school's compliance with the Education (Independent School Standards) Regulations 2014 (ISSRs), and the National Minimum Standards for Boarding 2022.

Regulations which were the focus of the inspection	Team judgements
Part 3, paragraphs 7 (safeguarding) and 8 (safeguarding of boarders); NMS 8	Met
Part 3, paragraph 15 (admission and attendance registers)	Met
Part 4, paragraphs 18–21 (suitability of staff, supply staff and proprietors); NMS 19	Met
Part 6, paragraph 32(1)(c) (provision of information)	Met
Part 7, paragraph 33 (complaints procedure); NMS 14	Met
Part 8, paragraph 34 (leadership and management); NMS 2	Met

2. Inspection findings

Welfare, health and safety of pupils – safeguarding and safeguarding of boarders [ISSR Part 3, paragraphs 7 and 8; NMS 8]

Safeguarding policy

- 2.1 The school meets the requirements.
- 2.2 The school has an appropriate policy for safeguarding which provides suitable arrangements to safeguard and promote the welfare of pupils at the school.

Safeguarding implementation

- 2.3 The school meets the standards.
- 2.4 The school's safeguarding policy is implemented effectively, reflecting current statutory guidance, to ensure that the needs of each pupil are considered with suitable care, including in boarding. In discussions, pupils said that they feel that they are well cared for and that there is always someone to whom they can share any concerns or worries. They know that any such discussions will be acted upon promptly and in a manner that supports their wellbeing. This is confirmed by records of safeguarding. Since the previous inspection, the headteacher and those with specific safeguarding responsibilities have focused effectively on ensuring that staff understand lines of referral should they have any safeguarding concerns. The head and the designated safeguarding lead (DSL) work effectively with local safeguarding partners, seeking advice and guidance promptly when concerns are raised, following locally agreed interagency procedures. The strengthening by senior leaders of staff understanding about lines of referral has improved attitudes to reporting low-level concerns about other staff members effectively. In discussions, staff stated that they now feel confident to make any referrals knowing that their concerns will be acted upon promptly by the safeguarding leads within the school and at governance level. That they do so is confirmed by records of safeguarding.
- 2.5 All staff, including those with specific safeguarding responsibilities are appropriately trained. Recent update training has focused upon aspects such as low-level concerns and child-on-child abuse. A suitable record is kept of all safeguarding training and appropriate follow-up sessions are put in place should anyone miss the original training. All staff have read Part 1 and annex A of *Keeping Children Safe in Education* (KCSIE) (September 2022) and understand its content in relation to their role in safeguarding. Staff understand their safeguarding responsibilities and show suitable understanding that anyone can make a referral directly to social services or to the LADO should the need arise. They also recognise the particular vulnerability of pupils with SEND, including child-on-child abuse. The strengthening of the school's arrangements as outlined ensures that pupils are effectively safeguarded. When any incidents of child-on-child abuse occur, appropriate support is provided to both the victim and alleged perpetrator.
- 2.6 There are suitable staff code of conduct and whistleblowing policies in place that staff understand, as shown in discussions with them. There is also a suitable Prevent strategy in place that is implemented effectively. The school's policy on the safer recruitment of staff is now suitably implemented, including through taking up references before staff begin work, in line with KCSIE (2022). In discussions, pupils felt positive about the teaching they receive about how to keep safe online, including through the use of mobile technology.
- 2.7 There is effective oversight of the school's safeguarding arrangements by representatives of the proprietor who are trained in safeguarding. This is largely undertaken by the advisory board on behalf of the proprietor, one of whom has specific responsibility for safeguarding. They make regular visits to the school, spend time talking with the DSL, head and other school leaders, and undertake a suitable

annual review of safeguarding. This process enables them to discuss safeguarding in a meaningful manner at board level and with the proprietor.

Welfare, health and safety of pupils – admission and attendance registers [ISSR Part 3, paragraph 15]

- 2.8 The school meets the standard.
- 2.9 The school's register of admission is kept as required with administrative staff carrying out their responsibilities appropriately. This now includes informing the local authority when pupils leave the school at non-standard points during the school year. School registers are saved and backed up as required.

Suitability of staff, supply staff and proprietors [ISSR Part 4, paragraphs 18–21; NMS 19]

- 2.10 The school meets the standards.
- 2.11 Suitable checks are carried out on all staff, supply staff and proprietors. This includes a check on the right to work in the United Kingdom for the proprietor. This and all checks are now suitably recorded on the school's single central register of appointments.

Provision of information [ISSR Part 6, paragraph 32(1)(c)]

- 2.12 The school meets the requirements for providing information relating to safeguarding to parents. Particulars of the arrangements for safeguarding are published on the school's website. The number of parental complaints registered under the formal procedure during the preceding school year is now made available to parents. This is achieved by being reported on the school's complaints procedure, which is posted on the school website.

Manner in which complaints are handled [ISSR Part 7, paragraph 33; NMS 14]

- 2.13 The school meets the standards.
- 2.14 The school has a suitable complaints policy that is implemented effectively. In particular, complaints are handled in line with the three stages identified in the policy. An accurate record of complaints is now kept which identifies the nature of the complaint, the timescale for responding to the complaint and at what stage and how the matter was resolved. The record is organised in a manner that enables school leaders, including those with governance responsibility, to determine any patterns or trends. The system in place correctly identifies any complaints that relate to boarding.

Quality of leadership and management [ISSR Part 8, paragraph 34; NMS 2]

- 2.15 The school meets the standards.
- 2.16 The school has implemented the action plan required following the previous inspection fully and successfully. School leaders and managers have the appropriate skills and knowledge, which they apply effectively, to ensure that the independent school standards are met consistently. This ensures the wellbeing of all pupils, including boarders.

3. Regulatory action points

- 3.1 For the regulations which were the focus of this inspection, the school meets all of the requirements of the Education (Independent School Standards) Regulations 2014 and the National Minimum Standards for Boarding Schools 2022, and no further action is required as a result of this inspection.

4. Summary of evidence

4.1 The inspectors held discussions with the head, senior leaders and other members of staff and met with the chair of the advisory board. They scrutinised a range of documentation, records and policies.

Inspectors

Mr Graham Gorton

Reporting inspector

Mr Nigel Helliwell

Assistant reporting inspector