



**ISI** Independent  
Schools  
Inspectorate

**Regulatory Compliance Inspection Report  
For Schools with Residential Provision**

**Kensington Park School**

**January 2023**

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### School's Details

<b>School</b>	Kensington Park School			
<b>DfE number</b>	213/6389			
<b>Address</b>	Kensington Park School 40–44 Bark Place London W2 4AT			
<b>Telephone number</b>	020 7616 4400			
<b>Email address</b>	hmea@kps.co.uk			
<b>Headmaster</b>	Mr Stephen Mellor			
<b>Chair of proprietors</b>	Mr Hao Wu			
<b>Proprietor</b>	Star Education Investment Ltd			
<b>Age range</b>	11 to 18			
<b>Number of pupils on roll</b>	247			
	<b>Day pupils</b>	223	<b>Boarders</b>	24
	<b>Seniors</b>	167	<b>Sixth Form</b>	80
<b>Inspection dates</b>	18 to 19 January 2023			

## **1. Background Information**

### **About 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 governed by the proprietorial body, Star Education Investment Ltd. The current headmaster was appointed in September 2022.
- 1.2 The lower school, for students aged 11 to 16, is based in Bark Place, and the sixth form, for students aged 16 to 18, is based in Queen's Gate. The single boarding house is located in Earl's Court, a short distance from the sixth-form centre. The school prepares pupils for examinations at GCSE and A level.

### **What the school seeks to do**

- 1.3 The school seeks to excite, challenge and inspire every student so that they become life-long learners and outstanding young people. The school aims to encourage each student to become a self-aware, confident, caring and independent young adult in preparation for the world beyond school, able to engage, lead, and shape their own future successfully. The school aspires to enable all students to gain increasing confidence to be themselves and to do the right thing, to stand up for what is right and set an example to others.

### **About the pupils**

- 1.4 The majority of pupils come from professional families living in the local area. The majority of boarders come from overseas to join the sixth form. International students come from Asia, Europe, North and South America, Russia and the Middle East.

## 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, including the National Minimum Standards for Boarding ('boarding NMS'), where applicable. 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 COMPLIANCE ONLY inspection and as such reports only on the school's compliance with the standards, including the boarding NMS.** 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 and the school is required to take the actions specified.

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, National Minimum Standards for Boarding Schools](#).

## Key findings

- 2.1 The school does not meet all of the required standards in the schedule to the Education (Independent School Standards) Regulations 2014, the National Minimum Standards for Boarding Schools 2022 and associated requirements, and should take immediate action to remedy deficiencies as detailed below.**

### 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 school's GCSE and A-level results in the years 2019 to 2022 confirm that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 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. Boarders have access to a suitable programme of activities.
- 2.5 Pupils receive relationships and sex education, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.
- 2.6 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.7 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens. Boarders' views are actively encouraged, and their opinions and concerns are appropriately considered by staff. Boarders are supported to develop good relationships with fellow pupils and staff which are based on mutual trust and respect. Any prefect system operating in the school is suitably managed.
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] and NMS 13, 17 and 21 are met.**

### PART 3 – Welfare, health and safety of pupils

- 2.9 Arrangements do not consistently safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance. The school does not always contact the appropriate agencies promptly when it receives allegations concerning staff or pupils.
- 2.10 The school's safeguarding policy was updated satisfactorily during the inspection, but staff have not received training in identifying and reporting low-level concerns.
- 2.11 The school has not always ensured that suitable references are received for staff before they begin work.
- 2.12 The proprietor's review of the school's safeguarding policy and procedures has not been sufficiently rigorous.
- 2.13 Whilst admission and attendance registers are maintained, as required, the school has not reported the arrival of pupils at non-standard transition points to the local authority.
- 2.14 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, and there is a strategic approach to risk assessment. A disability access plan is in place.

- 2.15 An appropriate induction process for pupils new to boarding is implemented, and suitable provision is made for boarders' medical and health care, their food and drink and for managing boarders' laundry and possessions. Boarders have suitable contact with friends and family. Boarding staff are appropriately trained and deployed.
- 2.16 **The standards relating to welfare, health and safety in paragraphs 9–14 and 16, the requirement of Schedule 10 of the Equality Act 2010 (accessibility plan), the ban on corporal punishment under section 548 of the Education Act 1996 and NMS 3, 5, 6, 11 and 12 are met, but those in paragraphs 7 (safeguarding), 8 (safeguarding of boarders) and 15 (admission and attendance registers) and NMS 8 are not met.**

### Action point 1

The school must ensure that prompt referral is made to appropriate agencies when there are potential safeguarding concerns [paragraphs 7(a) and (b), 8(a) and (b); NMS 8.1].

### Action point 2

The school must ensure that low level concerns about adults working in the school are managed and recorded in line with statutory and local safeguarding partnership guidance [paragraphs 7(a) and (b), 8(a) and (b); NMS 8.1].

### Action point 3

The proprietor must ensure that there is an effective review of safeguarding policy and practice, which takes into account the latest statutory guidance and ensures staff are appropriately trained [paragraphs 7(a) and (b), 8(a) and (b); NMS 8.1].

### Action point 4

The school must ensure that suitable references are received for all staff before they begin work [paragraphs 7(a) and (b), 8(a) and (b); NMS 8.1].

### Action point 5

The school must ensure that arrivals and departures of pupils at non-standard transition points are reported to the local authority [paragraph 15].

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

- 2.17 The school makes appropriate checks to ensure the suitability of staff and supply staff reported under Part 4, and a register is kept as required. Visitors to boarding accommodation are appropriately supervised and the school's arrangements for guardianship are suitably managed.
- 2.18 However, the school does not make checks on proprietors' right to work in the United Kingdom or record this on the central register of appointments.
- 2.19 **The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–19] and NMS 22 are met, but those in paragraphs 20 (appointment of proprietors) and 21 (the single central register of appointments) and NMS 19 are not met.**

## Action point 6

**The school must ensure that it carries out a check on the proprietor's right to work in the United Kingdom and records it on the single central register of appointments [paragraphs 20(6)(b)(ii) and 21(6); NMS 19.1].**

## PART 5 – Premises of and accommodation at schools

- 2.20 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. Boarding accommodation is adequate for the needs of all boarders, and safeguards and promotes their welfare.
- 2.21 **The standards relating to the premises and accommodation [paragraphs 22–31] and NMS 4, 7 and 23 are met.**

## PART 6 – Provision of information

- 2.22 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 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. A suitable statement of boarding principles and practice is published by the school.
- 2.23 The school does not make available the number of formal complaints made during the preceding school year.
- 2.24 **The standard relating to the provision of information in paragraph 32 is not met.**

## Action point 7

**The school must ensure that the number of complaints registered under the formal procedure during the preceding school year is made available [paragraph 32(3)(f)].**

## PART 7 – Manner in which complaints are handled

- 2.25 Parental complaints are not always 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). Formal complaints are not always dealt with as such, and escalation of formal complaints to stage 3 is not always offered to complainants.
- 2.26 Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant.
- 2.27 However, records are not kept appropriately, including of any action taken and whether or not a complaint is successful. The school does not identify those complaints that relate to the boarding provision.
- 2.28 **The standard relating to the handling of complaints in paragraph 33 and NMS 14 are not met.**



**Action point 8**

The school must ensure that all complaints are handled in line with its policy, following the three stages required [paragraph 33(c) to (i); NMS 14.1].

**Action point 9**

The school must ensure an accurate record of complaints is maintained [paragraph 33(j)(i) and (ii); NMS 14.3].

**PART 8 – Quality of leadership in and management of schools**

- 2.29 The proprietor does not ensure 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.
- 2.30 The standard relating to leadership and management of the school in paragraph 34 and NMS 2 are not met.

**Action point 10**

The school must ensure that those with responsibility for leadership and management of the school demonstrate the knowledge and skills to fulfil their responsibilities effectively so that standards are consistently met and the wellbeing of pupils, including borders, is promoted [paragraph 34(1)(a), (b) and (c); NMS 2.1, 2.2, 2.4, 2.5 and 2.8].

### 3. Inspection Evidence

- 3.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with a group of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the boarding house and 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

Mr Richard Lynn	Reporting inspector
Mr James Bishop	Compliance team inspector (Former bursar, IAPS school)
Mr Doug Quinn	Team inspector for boarding (Housemaster, ISA School)