

Focused Compliance and Educational Quality Inspection Reports

Kew College

October 2019



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School's Details

School	Kew College			
DfE number	318/6056			
Registered charity number	286059			
Address	Kew College 24-26 Cumberland Road Kew Richmond Surrey TW9 3HQ			
Telephone number	020 8940 2039			
Email address	enquiries@kewcollege.com			
Headteacher	Mrs Marianne Austin			
Chair of governors	Mr David Imrie			
Age range	3 to 11			
Number of pupils on roll	293			
	EYFS	75	Juniors	218
Inspection dates	1 to 3 October 2019			

1. Background Information

About the school

- 1.1 Kew College is an independent, non-selective, co-educational, day school for pupils between 3 and 11. It is overseen by a board of governors. The headmistress was appointed in 2013 and the chair of governors in 2018. Since the previous inspection, the school has introduced portable devices, a new house for older pupils, a dedicated art room and a new library.
- 1.2 The school was founded in 1927 and became a charitable trust in 1985. It is structured into three departments: Early Years Foundation Stage (EYFS), infants, and juniors, with two classes per year group.

What the school seeks to do

- 1.3 The school aims to provide its pupils with a well-balanced and broad experience within a friendly and caring environment, in which pupils feel happy, valued and supported in developing self-esteem and confidence. It seeks to instil in its pupils a sense of commitment, responsibility and resilience to equip them with the appropriate skills for the next stage in their education.

About the pupils

- 1.4 The majority of pupils are of white British origin, with a significant minority representing other ethnicities. Most belong to families in professional occupations. Nationally standardised test data provided by the school indicates that the ability of the pupils is above average. The school has identified 16 pupils as having special educational needs and/or disabilities (SEND), which include dyslexia and ADHD; 13 of whom receive additional help. No pupil in the school has an education, health and care (EHC) plan. Twenty-eight pupils speak English as an additional language (EAL), six of whom receive support. The school has identified a number of pupils as being the most able, whose needs are supported within the classroom. Some pupils receive extra provision because of their special talents in sport, music or drama.

2 Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports 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. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was 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 report of which appears later in this document. The 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 regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

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 full regulations 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 uses its own framework to determine attainment, instead of the national framework.
- 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 **The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.5 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.6 **The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.7 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.
- 2.8 **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

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

- 2.11 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.
- 2.12 **The standards relating to the premises and accommodation [paragraphs 22–31] are met.**

PART 6 – Provision of information

2.13 A range of information is variously 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. This 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.

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

PART 7 – Manner in which complaints are handled

2.15 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.

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

PART 8 – Quality of leadership in and management of schools

2.17 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 well-being of the pupils.

2.18 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.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include 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 good.

- Pupils achieve places, academic and other awards at arrange of schools with a competitive entry.
- Pupils are articulate and communicate confidently with peers and adults alike in a variety of contexts. They use extensive vocabulary and technical language in all subject areas.
- Pupils have excellent attitudes to learning and work independently and collaboratively when solving problems.
- All pupils achieve excellent levels of numeracy.
- Pupils' understanding of the capacity of information and communication technology (ICT) is sometimes restricted by a lack of appreciation of how ICT can enhance their learning.
- Pupils make good progress overall, but occasionally some do not achieve their highest potential.

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

- Pupils have excellent levels of self-understanding and an objective appreciation of their abilities.
- They work with maturity and self-discipline, and display resilience in a wide range of areas.
- Pupils have excellent moral and social awareness.
- Pupils show high levels of sensitivity and tolerance, respecting the opinions, values and traditions of others.

Recommendations

3.3 The school is advised to make the following improvements:

- Develop pupils' skills in using ICT more fully across the curriculum.
- Ensure all lessons are matched to the most able pupils' needs sufficiently to allow them to strengthen their progress and attainment still further.

The quality of the pupils' academic and other achievements

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

3.5 The school does not take part in National Curriculum tests, but the available evidence from the school's own assessment data, scrutiny of pupils' work and lesson observations shows attainment to be above in relation to national age-related expectations. Pupils of all ages and abilities, including children in the EYFS, demonstrate good levels of attainment. The attainment of specific groups is carefully monitored by senior managers. A large majority of EYFS children exceed national expectations for learning and development by the end of their time in the setting. Recommendations from previous reports, relating to EYFS provision and more formal monitoring of teaching have been successfully addressed, so that the quality of the pupils' achievements have been improved in most lessons. The school has also been successful in providing more opportunities for pupils' independent learning and critical thinking and has made progress in embedding the use of ICT. This fulfils the school's aim of providing the pupils with a well-balanced, broad and enriching educational experience at a high level. This is supported by a large majority of parents who, in their pre-inspection questionnaire responses, agreed that the teaching enabled my child to make progress.

3.6 Pupils with special educational needs and/or disabilities (SEND) make good progress from their individual starting points because of the support that specialist staff put in place for them. This includes effective step-by-step guidance and the promotion of learning techniques, which are developed and

understood by the pupils from an early age and modelled by all teachers. The most able children relish more challenging lesson activities, often choosing to complete extension work. Pupils know that if they find a piece of homework too easy, they will try the more difficult level next time. However, in some instances, the most able pupils are not always sufficiently challenged in order to make as much progress as possible, and sometimes discouraged from moving at a faster pace. In some subjects, work is not matched to different pupils' needs sufficiently to allow the more competent pupils to progress rapidly or to support the weaker pupils, which affected their confidence and engagement. During discussion with inspectors, pupils stated that they make 'lots of progress', that the school helps build their confidence, and that teachers encourage them to be independent. This was echoed in the questionnaire responses, where all pupils agreed that teachers help them learn, make progress and support them if they have problems and most agreed that feedback and marking help them to improve.

- 3.7 Pupils develop good levels of knowledge and understanding, benefiting from a well-balanced curriculum. This is because most pupils are appropriately challenged and encouraged to reach excellent standards for their age and ability. For example, in an English lesson, all pupils achieved the objective to recognise key structures and features of explanation texts. The practical activity enabled pupils to work collaboratively whilst input by the teacher helped reinforce the learning objective. Younger pupils demonstrate strong linguistic skills and enjoy sharing their findings with one another. They work together in pairs and as a class to fully understand the reasons for the seasonal changes in the sun rising and setting. The most able pupils are keen to share knowledge with those not so advanced to the benefit of all. EYFS children compare heights of their peers and state that using a measuring tape would be better. They use the interactive whiteboard to compare lengths observantly, then draw different sizes of snakes and cut them out with great care.
- 3.8 Pupils are very articulate and communicate with confidence with peers and adults alike. They use extensive vocabulary and technical language in all subject areas, and are able to express themselves maturely and confidently. Younger pupils' reading skills are excellent as they work together in a paired reading project. The listening skills and collaborative work are very successful as pupils requiring more support learn from those who have advanced to the extension task. When they are appropriately challenged and engaged, pupils speak with flair. In an assembly, older pupils spoke eloquently about their activities on a recent extra-curricular residential experience which they describe with expressive prose. EYFS children explain very competently why they were using different coloured paint to complete a vegetable print. Older pupils discuss sophisticated concepts raised by the UN charter on children's rights, such as the meaning of practising your own language and culture. Pupils comment that 'based on that previous point, I think ...', demonstrating excellent listening skills and a very mature approach to discourse.
- 3.9 All pupils achieve excellent levels of numeracy, which they can apply successfully to investigative real-world statistical work in other subjects such as science and ICT. In a mathematics lesson, pupils eagerly applied their knowledge and skills to solve problems using money. Older pupils are outstanding in their manipulation of place-value and mental arithmetic. In science, older pupils could apply their skills to create their own graphs to represent numerical data. Pupils acquire good ICT skills and capably create presentations and text documents. This is facilitated by specialist teaching and the opportunity to use a small bank of portable electronic devices. Pupils use the devices with ease accessing documents, files and folders, but are not always able to apply their skills in using the full capability of the software. Younger pupils were not given the option to use the spell-checking facility so that they could self-correct their posters when using dramatic language. Some excellent skills were observed in other areas: for example, in an education for social responsibility lesson, older pupils created a video blog on 'fast fashion' to highlight what people can do to reduce their impact on the world.
- 3.10 Pupils' independent learning and critical thinking across the curriculum were facilitated in many lessons seen, fulfilling a recommendation from a previous inspection. Examples were witnessed throughout the school where pupils employed very effective study skills. For example, in a philosophy

lesson on the emotional power of guilt, older pupils explore scenarios that required intellectual risk-taking and collaborative working such as thinking laterally to suggest alternative solutions to a dilemma. In English, pupils intelligently analyse and recognise the techniques used in persuasive speech, such as using rhetorical questions and alliteration, and how these techniques affect the listeners. Pupils use a range of sources supplied by the teacher, including exemplar materials, and analyse them very competently. In a mathematics lesson, pupils hypothesised about the patterns of 'happy numbers' and tested their predictions. Younger pupils analysed the data collected on how a plant produced its seeds and advanced to the extension work keenly. Children in the EYFS are provided with a wide range of problem-solving, critical thinking and independent learning experiences, with the result that they are keen to investigate, such as when they explored the shapes and sizes of different vegetables. Pupils of all ages are given the opportunity to reflect on previous work and how to improve in morning form time, when they use their 'green pens' to respond to teacher comments on their work. This very successfully allows pupils to identify and address any misunderstandings and reflect on their learning.

- 3.11 Pupils excel in a range of activities outside the classroom and pupils who spoke to the inspectors stated their pride in the school's successes. This is fully in line with the school's aim to encourage pupils to do their best at all times and celebrate their achievements. Pupils have recently gained a number of scholarships in academic and other disciplines, such as music and drama, to gain entry to their chosen senior schools. In music, higher-level attainment is achieved through performance and national examinations. In sport, pupils compete and enjoy success at both regional and local competitions. Pupils comment on their pride at seeing their artwork displayed around the school. In discussion, pupils appreciate the many clubs which provide opportunities for them to try out new disciplines, such as fine art or meditation.
- 3.12 All pupils, including those children in the EYFS, participate enthusiastically in all that they undertake and demonstrate excellent attitudes to learning which contribute well to their progress. They understand the importance of engagement and involvement in their learning and actively participate in lessons to a very high degree, taking pride in their involvement and success. They greatly enjoy collaborative work, sharing and learning new ideas from each other. In their questionnaire responses, a large majority of parents were very positive about the school's success in meeting their child's educational needs, helping their child to become confident and independent.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is excellent.
- 3.14 Pupils have excellent levels of self-esteem and self-confidence, enjoying positive relationships with their peers and most of their teachers. Pupils in philosophy lessons reflect sensitively on past situations and their own emotional responses. Younger pupils show resilience and high levels of understanding for their age. For instance, in discussion, pupils said that they feel challenged when doing long division, but have the confidence 'to give it a go' and enjoy being taken out of their 'comfort zone'. Pupils confidently set about a task relating to place values in maths and ask relevant questions, able to persevere with a mature and self-disciplined approach. Within the flourishing house system, many competitions are across year groups which helps fulfil the school's aim to create a friendly and caring environment. Older pupils welcome the opportunities to practise for secondary school tests and interviews. This is in line with the school's aim to equip pupils with the appropriate skills for the next stage in their education.
- 3.15 Pupils make sensible and thoughtful decisions throughout the school and appreciate how these decisions can affect them and other people, which reflects their ability to be discerning and considerate. For example, Early Years children shared playground toys and equipment willingly and cooperatively, showing understanding of the effect of doing so on others. In science, most younger pupils made wise decisions that allowed them to complete a task to finding out how much support an oak

tree contributes to its habitat. In an English lesson, older pupils debate passionately about the merits of doing homework demonstrating the ability to discuss the determinants of their own success. Pupils say that they feel that democracy is alive at Kew College, recognising that their decisions, particularly through the school council, play an invaluable role within the school.

- 3.16 Pupils exhibit a high level of spiritual understanding. Older pupils describe their awe and wonder at camping in a forest, using poetic language to describe the experience as magical, whilst acknowledging the beauty and majesty of a large birch tree and the beautiful colours of a crayfish. Older pupils are able to contemplate with sensitivity when engaged in philosophical discussions of daily life. Pupils stated that the lunchtime meditation club is enjoyed by many as an opportunity to slow down and reflect peacefully in their own space. They described the class poppies they make for Remembrance Day in a way that revealed its significance to them. The strength of the pastoral care system and role modelling of the staff alongside class charters, the reward system and the 'Kew College Way', allow the pupils to develop an extremely strong moral understanding. Pupils demonstrate excellent behaviour across the age range, and in discussion explained how the systems in the school allow them to make mistakes; however, they understand the need for rules, namely 'to treat people how you would like others to treat you'.
- 3.17 Pupils are very socially aware and work extremely effectively with others. The mutual respect between staff and pupils is palpable. Pupils' skills of collaboration are excellent, developed and promoted through many opportunities to work together, such as the Year 6 bush craft expedition. In lessons, pupils collaborate well with one another and support each other working in pairs and collectively, for example whilst investigating the 'reasons for the seasons' in a dynamic science lesson. Younger pupils know how to work as a team with explanations such as 'make sure everyone is included' and 'take turns'. In an education for social responsibility lesson about different forms of wealth, pupils demonstrated an excellent appreciation of social responsibility in the world around them. Their behaviour during the lesson showed their understanding of the values of listening, tolerance and respecting others' opinions. The school clearly meets its aim to instil a sense of commitment, responsibility and respect for others, the value of co-operation and tolerance of all. Pupils value the school council as a system that enables them to work together to achieve common goals and make a positive difference to those around them. Examples of their very successful contributions to their community include the initiation of a trouser option for girls and the reduction in the use of single use plastic, as well as their work for pupil-elected charities. Council members are elected annually from across the school and in discussion, speak maturely and with empathy in their desires to improve school facilities. They speak of enjoying being role models and wisely recognise that they would be judged on their performance and outcomes as they represented their peers.
- 3.18 The school meets its aim extremely well to actively promote the British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and religions, and in discussion, pupils state that the school encourages them to have respect for other people and value diversity. Following the Christian and humanist collective worship in assembly, a group of pupils shared their own Muslim prayer from the Koran. As the poetic language was translated into English, all appreciated the similarities between the prayers within the different religions. In the book scrutiny it was seen that pupils could reflect poignantly on potential dramatic life events such as moving to a different country and the potential emotional impact this might have. In discussion, pupils describe their appreciation of the personal, social and health education (PSHEE) programme and explained how people need to fit into society despite their differences. All parents and pupils who responded to the questionnaire agreed that the school encourages pupils to respect and tolerate other people; inspection evidence agrees. Pupils' appreciation of diversity and inclusive attitudes result from the ethos of the school which is strongly embedded under the guidance of the leadership and management to fulfil the school's aims.
- 3.19 Pupils understand how to keep safe and they appreciate the importance of a healthy lifestyle. For example, pupils understand that they cannot bring in certain ingredients that might have an adverse

effect on others. In discussion, they enthused about their own healthy lunches and how they encourage each other to eat in this way and their enjoyment of 'scooter day' and 'bike day' where they learn how to combine safety with exercise. In a dance lesson, younger pupils exhibited high levels of physical activity in an extremely encouraging environment. Pupils say that they have the opportunity of regular exercise through activities such as games, swimming, and gym alongside additional extra-curricular clubs. In the pupil questionnaire responses, all pupils said that they knew how to stay safe online, what to do in a fire alarm, and agreed the school kept them safe. In discussion, all pupils were keen to express how the school paved the way for them to stay safe and healthy and lead a balanced lifestyle.

4 Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended assembly. Inspectors visited the facilities for the youngest pupils, together with the learning support and educational resource areas. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Louise Robinson	Reporting inspector
Mr Giles Hastings	Compliance team inspector (Head, IAPS school)
Mr Peter Thacker	Team inspector (Head, IAPS school)