



ISI Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Kingswood House School

March 2023

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School's Details

School	Kingswood House School			
DfE number	936/6026			
Registered charity number	312044			
Address	Kingswood House School 56 West Hill Epsom Surrey KT19 8LG			
Telephone number	01372 723590			
Email address	office@kingswoodhouse.org			
Headmaster	Mr Duncan Murphy			
Chair of governors	Mr Richard Evans			
Proprietor	Kingswood House School Trust Ltd			
Age range	3 to 16			
Number of pupils on roll	253			
	EYFS (Reception)	0	Lower Prep	26
	Upper Prep	123	Seniors	104
Inspection dates	14 to 16 March 2023			

1. Background Information

About the school

- 1.1 Kingswood House School is an independent day school which became co-educational in September 2021. Founded in 1899, the school moved to its present site in 1920. The school is established as a charitable educational trust, overseen by a board of governors.
- 1.2 The school comprises: lower prep, Reception to Year 4; upper prep, Years 5 to 8; and seniors, Years 9 to 11.
- 1.3 Since the previous inspection, a major development of the site has continued, including new teaching accommodation, a design and technology suite, drama studio, music recording facilities, refurbished science laboratory and re-laid all-weather pitch.

What the school seeks to do

- 1.4 The school aims to create a strong partnership between parents, pupils and staff. It endeavours to develop each pupil's individual abilities in a secure, caring and friendly environment where pupils are happy and motivated to learn, participating with success in all areas of the curriculum. The school seeks to support pupils in becoming, confident, respectful, tolerant and compassionate, well prepared for the next stage of their education and able to deal with life's challenges.

About the pupils

- 1.5 Pupils come from a range of social, cultural and professional backgrounds. Standardised test data provided by the school indicate that the ability of the pupils is broadly average compared with those taking similar tests nationally. The school has identified 110 pupils as having special educational needs and/or disabilities (SEND) including dyslexia and mild autistic spectrum condition, all of whom receive additional specialist support. Thirty-five pupils have an education, health and care (EHC) plan. English is an additional language (EAL) for 46 pupils, whose needs are supported by their classroom teachers and through additional support for their English where required. The school identifies those pupils who are the more able or have particular talents in sport and the creative arts, and the curriculum and extra-curricular provision is modified for them.

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, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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](#) and the [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 associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the prep school, 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 At GCSE in the years 2020 to 2022, performance has confirmed 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.
- 2.5 Pupils receive relationships education in the prep school and relationships and sex education in the senior school, 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
- 2.8 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.9 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.
- 2.10 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

- 2.11 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.12 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

2.13 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

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

PART 6 – Provision of information

2.15 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.

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

PART 7 – Manner in which complaints are handled

2.17 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.

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

PART 8 – Quality of leadership in and management of schools

2.19 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.

2.20 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'.

Key findings

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

- In 2021 and 2022, pupils' attainment for GCSE was well above the national average.
- Most pupils, including those with SEND or EAL, make excellent progress in relation to their starting points and individual needs.
- Most pupils develop excellent knowledge, skills and understanding across the curriculum.
- Pupils develop an excellent range of study skills; they use information and communication technology (ICT) competently and plan, organise and evaluate their work effectively.
- Throughout the school, pupils' attitudes to learning are outstanding.

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

- Pupils show extremely high levels of self-confidence and self-esteem.
- Pupils strongly appreciate the non-material aspects of life; they keenly support the Kingswood House values which encompass the spirit of the school.
- Pupils' moral and social awareness are excellent; they collaborate and support each other in their work and during recreation times.
- Pupils have an excellent understanding of their place in modern Britain and of a world that respects cultural diversity and equality.
- Pupils understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle.

Recommendation

3.3 The school is advised to make the following improvement.

- Raise achievement further through consistent subject planning and challenge from the prep school through to the senior school.

The quality of the pupils' academic and other achievements

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

3.5 The school successfully achieves its aim of enabling pupils to develop their individual abilities in all areas of the curriculum within an environment where they are happy, secure, valued and motivated to learn. In response to the pre-inspection questionnaire the vast majority of parents stated that the school provides a suitable range of subjects, and that teaching enables their children to learn,

equipping them with the team working, collaborative and research skills needed in later life. Governors know the school extremely well through regular visits and discussions with pupils, leadership, parents and staff. They provide strong support as well as appropriate challenge as part of the school's determination to continually improve in all aspects of its development.

- 3.6 The overall attainment and progress of all pupils is excellent, as reflected in their written and digital work, lesson observations, discussions and external examinations. In 2021 and 2022, attainment for GCSE was well above the national average. During discussions, pupils stated strongly that they achieve their potential grades and above as a result of being able to study a wide range of examination subjects from Year 9, combined with support from knowledgeable teachers who know the examination requirements and teach them effective revision techniques. Academic and pastoral staff work highly effectively as a team monitoring continually pupil progress and ensuring that specific interventions are put in place to ensure that pupils stay on track to attain their targets. In response to the questionnaires, most parents stated that their children's educational needs are met effectively. The achievement of most pupils, including those with SEND or EAL, is excellent, as shown by the outstanding progress they make in relation to their starting points and individual needs. This is due to the detailed assessment of the needs of each pupil by highly experienced and skilled special needs staff and the implementation by all staff of specific individual education plans (IEPs) that are used effectively to support pupils across the curriculum. Pupils are successful in continuing their sixth form education, gaining access to a wide variety of schools and colleges. During discussions, older pupils stated that careers education supports them in selecting their areas of study and thinking about life beyond school.
- 3.7 As they move through the school the vast majority of pupils develop excellent knowledge, skills and understanding across the curriculum. Strong contributory factors to this development are the expertise, high expectations and enthusiasm of teachers combined with well-chosen resources. Pupil progress within subjects increases rapidly once they reach the senior school. Subject planning and challenge are not always consistent from the prep school through to the senior school. During discussions, all pupils spoke proudly about their work and how teachers help them to learn and make progress. They say that they know what they have done well and are guided in their next steps for learning. Older pupils naturally use and apply ICT as part of their learning as a result of discrete computing lessons, learning touch-typing and the opportunity to use ICT across the curriculum. These high-level digital skills were exemplified by older pupils who produced a range of quality videos around the theme The Making of Modern Britain.
- 3.8 Pupils develop an excellent understanding of scientific concepts through an experimental and practical approach to the subject. They use confidently subject specific vocabulary and engage in scientific debate, as demonstrated by older pupils who presented the impact of carbon dioxide on the climate and younger pupils who developed an understanding of lunar phases through constructing a moving model. Pupils demonstrate an excellent understanding of physical and human geography, as exemplified by older pupils who evaluated, assessed and researched how and why the central business district of Birmingham has changed and younger pupils who used a globe to predict accurately climate in relation to latitude. Throughout the school, pupils develop the ability to perform confidently to a wide range of audiences. Inclusive school productions enable all pupils to perform successfully in a variety of ways, including designing costume, managing lighting and sound as well as performing on-stage. During a class assembly, all pupils from one of the younger classes performed eagerly in front of the school community. Encouraged by their audience, they gained in confidence as they read their parts, even demonstrating a challenging scientific experiment linked to their theme of saving water. The balance, gross and fine motor skills of pupils are developed to a high level through participating in well-planned physical education lessons led by staff who support pupils in understanding and enhancing their performance. Older pupils particularly appreciate opportunities to develop their health and fitness through individual programmes which include golf, rock climbing and attendance at a local fitness club. Throughout the school, pupils use a wide range of materials, tools and techniques to produce excellent work in art and design technology (DT) as exemplified by older pupils

who, inspired by the work of Hattie Stewart, used colour and cartoon techniques to produce their own vibrant and exciting doodle bombs. Supported strongly by teaching that develops high-level engineering skills, older pupils use their imagination and creativity to design and make a range of products in DT, including coin boxes and sweet dispenser machines.

- 3.9 Pupils demonstrate excellent speaking and listening skills. Throughout the school, they listen and respond respectfully to adults and their peers, expressing themselves confidently with sensitive consideration of others. During discussions, they listened intently to their partners when sharing and reflecting on their work and what helps them to learn. Older pupils demonstrate a high level of understanding of linguistic techniques in writing, including the use of repetition, personification, sibilance, simile and alliteration. Pupils' understanding is extended continually through probing questioning by teachers and the opportunity to engage in high-level debate, as displayed by upper prep pupils who debated fate versus free will in relation to Romeo and Juliet. By the time they leave the school, most pupils write fluently for a variety of purposes using appropriate grammar, spelling and punctuation. Pupils linguistic understanding is developed further through learning French from Year 3. Learning an additional language enables all pupils to enhance their overall oral skills and understanding of the grammatical rules of language.
- 3.10 As they move into the senior school, pupils develop excellent skills in number and the wider aspects of mathematics. During discussions, pupils stated strongly that their mathematical understanding is supported by the use of practical equipment and explanations that break down the steps needed in order to understand and apply methods when problem-solving. This was exhibited by younger pupils using visual resources to understand and recall their tables and older pupils successfully tackling higher tier examination questions including calculating inequalities and applying the cosine rule. Pupils successfully apply their mathematical skills across the curriculum, including in science, geography and DT where they measure, calculate, analyse and present data with high levels of accuracy.
- 3.11 Pupils develop an excellent range of study skills. Most plan, organise and evaluate their work effectively. They draw knowledge from a range of sources, confidently hypothesising and synthesising information and applying their knowledge to new situations. They engage in challenging discussions about their subjects and the world beyond. Most listen well, argue and reason logically and are creative and persistent as exemplified by older pupils when they discussed the effectiveness of their production logs for their higher project qualification (HPQ). Pupils demonstrated high levels of logic and understanding when sharing a wide range of projects, including how warfare impacts on technology and the profitability of the different aspects of a company that produces a range of building toys and bricks.
- 3.12 Pupils attain a wide range of additional academic and other achievements. They participate successfully at local and national level in an extensive range of sports, including netball, hockey, cricket swimming, athletics and tennis. All pupils enhance their competitive sports skills through representing the school in a wide range of fixtures that are matched to their needs. All pupils also take part in the Duke of Edinburgh's (DofE) award scheme with pupils achieving at bronze, silver and gold levels. During discussions pupils spoke with enthusiasm about how their DofE projects enable them to gain key skills and attributes for work and life, such as resilience, problem-solving, team-working and communication. A considerable number of pupils in the seniors achieve success studying GCSE further mathematics and enhance their learning further by attending lectures at the Royal Institute of Mathematics.
- 3.13 Throughout the school, pupils' attitudes to learning are outstanding. They are thoughtful, enthusiastic and highly motivated in their individual work and in collaboration with others.

The quality of the pupils' personal development

- 3.14 The quality of the pupils' personal development is excellent.
- 3.15 The school successfully achieves its aim of creating mature, well-rounded confident young people who show respect, tolerance and compassion towards others and the environment. This is because governors, leaders and staff support the all-round development of pupils within a positive and supportive culture that recognises and celebrates the strengths of every member of the school community. Almost all parents who responded to the questionnaire stated that the school helps their children to develop strong teamwork and social skills and supports their children's personal development.
- 3.16 Pupils show exceptionally high levels of self-confidence and self-esteem. They demonstrate mature levels of self-understanding, resilience and emotional maturity. During discussions, older pupils were highly self-reflective and said that their wellbeing lessons enabled them to understand their feelings and to evaluate their strengths and areas for development, including using this knowledge to guide their learning. For example, older pupils described enthusiastically how they set up business enterprise projects and prepared successfully for rigorous questioning and evaluation of their work. Older pupils stated confidently that they felt well prepared for the next stage of their lives and that they particularly value the kind and helpful support they receive on a daily basis from emotional literacy support assistance (ELSA).
- 3.17 Pupils understand the process of decision-making, including evaluating arguments for and against a particular belief. During discussions, they spoke maturely and with insight about how decisions they make impact their wellbeing and future opportunities such as which school or college they will go to. They express their views confidently and respectfully as exemplified in a lower prep e-safety lesson where pupils discussed at a high-level, Pan European Game Information (PEGI) ratings of suitability for online gaming, parental permission and how they must also take responsibility for appropriate choices when gaming and using technology. Older pupils choose appropriate and challenging HPQ projects. These include exploring the existence of extra-terrestrial life, the impact of nuclear power and transgender participation in sport.
- 3.18 Pupils appreciate strongly the non-material aspects of life which are promoted successfully through the school's pastoral system, the personal, social, emotional, and health education (PSHE) curriculum and the Kingswood House Way values of integrity, respect and endeavour which encompass the spirit of the school. During discussions, younger pupils were highly aware of the needs of others, stating that if you give to charity the money will have much more impact on others than on themselves. Older pupils reflected with maturity on the meaning of spirituality and how it may be experienced beyond the physical self as exemplified through the study of poems by Hardy, where pupils understood the author's inner feelings and related them to their own. The development of spirituality at a deep level is evident throughout pupils' work, for example in an upper prep analysis of a doom painting evaluating the role of religion in the medieval age and upper senior classics where the beliefs and values of Sparta and Athens were contrasted in relation to today's society.
- 3.19 Pupils have an excellent moral understanding. The vast majority of parents and pupils who responded to the questionnaires stated that the school actively promotes good behaviour. During discussions, pupils stated that it was important to have rules and laws where people take responsibility for their own behaviour. They spoke maturely about the importance of apologising and putting things right when mistakes have been made. Throughout the school, pupils stated strongly that the school helps them to know what is right and wrong through the school rules and by enabling them to devise their own rules in the classroom and when they are playing together outside. They felt that rewards, particularly house points, encourage them to behave well. A small minority of pupils who responded to the questionnaires stated that the school did not treat pupils fairly. During wide-ranging discussions older pupils stated that although the school has equal expectations of all pupils, they sometimes feel that female pupils are spoken to and treated more leniently. The school has planned carefully for the

recent admission of female pupils and is now moving forward to the next stage of its development whereby all members of the school community ensure that the principles of fairness are understood and implemented consistently.

- 3.20 Pupils' social awareness is excellent. They collaborate and support each other in their work and during recreation times. Pupils are sensitive to the needs of others demonstrating a mature understanding of the impact of their actions and interactions. When discussing their work, and in lessons, pupils give feedback with honesty and an awareness of the feelings of others. Pupils of all ages were observed socialising positively with each other during breaks. For example, male and female pupils were observed playing football together where all were included equally, including passing of the ball and allocation of position. During discussions, pupils stated that they all develop leadership skills through a variety of roles including being house captains, prefects, team captains and school councillors. They stated that as a leader it is important to be a positive role model and as a team member it is important to support the team by listening, collaborating and contributing. Older pupils speak maturely regarding the responsibilities they have which include supporting those who are younger or new to the school.
- 3.21 Pupils make an excellent contribution to the lives of others within the school, the local community and wider society. They have a caring and positive attitude and are keen to support annual events such as the harvest festival as well as a variety of charities elected through the house system. Pupils understanding of their charitable work is enhanced by researching a variety of charities and presenting reasons for giving their support. Charities that they have recently supported include one for mental health, a local hospital and an international charity for children. Pupils who are members of the eco club successfully ensure that the school community works together to improve the school environment, including constructing water harvesting structures, removing any litter and recycling.
- 3.22 Pupils have an excellent understanding of their place in modern Britain and a world that respects cultural diversity and equality. During discussions pupils stated strongly that they can be different and are respected for who they are. Most pupils who responded to the questionnaires stated that pupils are kind and respect each other and most parents stated that the school actively promotes values of respect and tolerance of other people. Pupils demonstrate an exceptional understanding of the needs of their peers. They were observed throughout the school waiting patiently and supportively if one of their peers needed time to think and respond. Pupils understanding of cultural diversity is strengthened through the curriculum and an approach to celebrating festivals that is based on accurate knowledge and respect. For example, pupils develop a deep understanding of Diwali through understanding the symbolism of the celebration where light represents good over evil and knowledge over ignorance. Through the story of Rama and Sita they learn that good is more important than evil and the importance of commitment to those we care about. Pupils throughout the school have welcomed pupils who have come to the school from Ukraine. They willingly offer support and friendship whilst valuing the positive contribution made to their lives when joined by others.
- 3.23 Throughout the school pupils know how to stay safe. They understand how to be physically and mentally healthy, particularly in terms of diet, exercise and a balanced lifestyle. Older pupils speak positively about their relationships and sex education lessons. They say that these lessons, involving talks from visiting speakers, enable them to understand and discuss a range of topics, including relationships, abuse, friendships, boundaries, consent and risks such as online dangers. Pupils are resilient but will also seek advice and support if they are worried or concerned. They particularly value being able to reach out to the ELSA, secure in the knowledge that they will receive an immediate, supportive response.

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, with the chair of governors and safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period and attended form meetings and assemblies. Inspectors visited 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

Dr Patricia Preedy	Reporting inspector
Mrs Susan Bonell	Compliance team inspector (Former bursar, SOH school)
Mr Peter Sharp	Team inspector (Former deputy, HMC school)
Mr Jonathan Dunn	Team inspector (Former deputy, ISA school)