

Additional inspection report

22 to 23 May 2025

Kensington Park School

40 – 44 Bark Place

London

W2 4AT

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’.

Inspection outcome

The school does not meet all the relevant Standards that were considered during this inspection. A schedule of unmet Standards is included at the end of the report.

Inspection findings

Part 1. Quality of education provided

ISSR paragraphs 2(1)(b)(i) and 3(d) and 3(h); NMS 18.2

1. Leaders implement a suitable curriculum throughout the school. It provides effective levels of challenge and support for pupils' aptitudes and abilities.
2. Leaders implement effective strategies in lessons so that pupils behave well and learn responsibly.
3. Leaders do not provide boarders with a suitably broad or regular programme of extra-curricular activities outside lessons. Consequently, boarders do not have sufficient opportunities to develop new skills and interests.
4. The school does not meet the Standards.

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a) and (b), 8(a) and (b), 9(a), (b) and (c), 10, 11, 13, 14, 16(a) and (b); NMS 7.1, 7.3, 7.4, 7.5; 8.1, 8.4; 9.1, 9.2, 9.3, 9.4, 9.5; 11.3, 11.4, 11.6; 13.1; 15.1, 15.2; 16.1, 16.2, 16.3; 17.1; 20.3, 20.4, 20.5, 20.7, 20.8, 22.3

5. Those with designated safeguarding responsibilities are trained appropriately. Safeguarding records are maintained in line with the latest statutory guidance and are securely stored. Staff are provided with effective training and are confident about how to respond to and report any safeguarding concerns. Staff receive regular additional safeguarding training in weekly briefings.
6. However, the safeguarding policy does not reflect the latest statutory guidance. It does not consistently refer to the latest versions of keeping children safe in education (KCSIE) or working together to safeguard children (WT). As a result, staff, parents and pupils are not informed about the latest regulatory safeguarding guidance effectively.
7. Leaders do not provide thorough oversight of the safeguarding policy so that it accurately reflects the school's context. The policy refers to the early years foundation stage (EYFS). However, the school's age-range is from Year 7 to Year 13.
8. Leaders do not ensure that the behaviour policy is clearly named, or that it is revised and updated appropriately. This policy's title, as referred to in the safeguarding policy, is different to the title of the behaviour policy maintained on the school's internet website. The behaviour policy does not include information relating to the school's principal behaviour management strategy used by teachers throughout the school. As a result, the policy is not accessible, clear or easily understood by pupils, staff or parents.
9. The anti-bullying strategy is inadequate. Leaders do not ensure that the strategy reflects that boarders may be vulnerable to persistent bullying as they are in residential accommodation and away from home.

10. Leaders do not implement the health and safety policy effectively. Pupils have unrestricted access to chemicals which are not locked away securely in the art room and in cleaning cupboards. Related policies are not maintained well, such as the risk assessment policy which is not revised in a timely manner or effectively implemented.
11. Leaders provide appropriate first aid and medical provision for pupils, including boarders. The medical centre is well managed, and pupils receive prompt care. Suitable records are maintained when first aid is administered.
12. Leaders ensure that pupils, including boarders, are supervised appropriately by school staff during unstructured time. Leaders implement appropriate systems for boarders to contact boarding and academic staff when they need to. Boarders know how to contact staff overnight, if required. A suitable number of experienced staff supervise the boarding provision.
13. Boarding leaders consult with boarders appropriately by implementing a suggestion box and holding weekly boarding house meetings. Leaders respond positively to boarders' feedback, for example by providing a fridge and a greater range of snacks as a result of boarders' requests.
14. Boarding leaders promote an inclusive and respectful ethos so that boarders develop trusting and supportive relationships with each other, and with boarding staff.
15. Leaders provide boarders with appropriate advocacy support. Boarders understand how to seek support from a visiting wellbeing counsellor or from a range of external agencies. However, leaders have not made suitable arrangements for boarders to have access to a person who is fully independent of the school and who can listen to boarders' concerns.
16. Leaders do not implement an appropriate attendance policy which reflects the latest statutory guidance. Leaders have not appointed an attendance champion and do not maintain attendance registers in line with statutory guidance. Leaders have not adopted the new attendance codes fully or implemented procedures to monitor, track and promote pupils' attendance, as they are required to do.
17. Leaders do not implement the risk assessment policy effectively. Boarding leaders do not identify or mitigate risks thoroughly, such as when boarders independently leave the school premises during weekends. Risk assessments throughout the school are not written in accordance with the school's policy. Leaders do not implement a systematic approach to reviewing risk assessments to be assured that they are suitable. Risk assessments for off-site trips are not consistently evaluated.
18. Leaders have not drawn up an emergency plan in case boarders need to be evacuated from the boarding accommodation overnight.
19. Leaders have not implemented a thorough or effective system to check that boarders' guardianship arrangements are suitable.
20. The school does not meet the Standards.

Part 4. Suitability of staff, supply staff, and proprietors

ISSR Paragraphs 18(3) and paragraph 21; NMS 19.1

21. Leaders carry out all required safer recruitment checks on staff and volunteers before they start work in the school. These checks are recorded on a suitable single central record.
22. The school meets the Standards.

Part 5. Premises of and accommodation at schools

NMS 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.8

23. Leaders provide boarders with suitable, well-organised and comfortable accommodation which provides appropriate opportunities for private study and recreational time. Boarders are provided with efficient internet access. Leaders implement appropriate monitoring and filtering systems and educate boarders to develop digital responsibility.
24. The school meets the Standards.

Part 6. Provision of information

ISSR paragraph 32(1)(c) and (d)

25. Leaders ensure the safeguarding policy is made available to parents on the school's website.
26. Leaders do not publish all of the school's previous inspection reports on the school's website, as they are required to do.
27. The school does not meet the Standards.

Part 7. Manner in which complaints are handled

ISSR paragraph 33; NMS 14.1, 14.2, 14.3

28. Leaders provide suitable guidance so that boarders and parents know how to register a complaint relating to boarding provision. Complaints relating to boarding are recorded appropriately.
29. The complaints policy is available to parents on the school's website which sets out a three-stage process. Leaders maintain suitable records of complaints, including records of actions taken to resolve complaints.
30. However, leaders do not provide clear timescales relating to stage three of the complaints' procedure. As a result, it is not clear to parents how quickly each part of the stage 3 process is implemented.
31. The school does not meet the Standards.

Part 8. Quality of leadership and management of schools

ISSR paragraphs 34(1)(a), 34(1)(b), 34(1)(c), 34(2); NMS 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8

32. The proprietor and the advisory board do not provide thorough or systematic oversight of the school's practices and procedures. They do not rigorously assure themselves that senior leaders have the required skills, knowledge or understanding to fulfil their responsibilities adequately. Leaders do not ensure that the Standards are met consistently. As a result, leaders do not promote the wellbeing of pupils.
33. The school does not meet the Standards.

Schedule of unmet Standards

Paragraph number	Education (Independent School Standards) Regulations 2014 ('ISSR')
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.
ISSR Part 3, paragraph 8	Where section 87(1) of the Children’s Act 1989 applies in relation to a school the standard in this paragraph is met if the proprietor ensures that -
8(a)	arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school; and
8(b)	such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable, the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Children under Eighteen by Further Education Colleges.
ISSR Part 3, paragraph 9	The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that -
9(a)	a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupils’ misbehaviour;
9(b)	the policy is implemented effectively.
ISSR Part 3, paragraph 10	The standard in this paragraph is met if the proprietor ensures that bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy.
ISSR Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
ISSR Part 3, paragraph 15	The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the School Attendance (Pupil Registration) (England) Regulations 2024.
ISSR Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that -
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified.
ISSR Part 6, paragraph 32	The standard about the provision of information by the school is met if the proprietor ensures that -

32(1)(d)	following an inspection under section 108 or 109 of the 2008 Act, a copy of the report of the inspection (if it has been sent to the proprietor) is published and maintained on the school's internet website, and provided to the parents of each registered pupil, by any date specified by the body who conducted the inspection.
ISSR Part 7, paragraph 33	The standard about the manner in which complaints are handled is met if the proprietor ensures that a complaints procedure is drawn up and effectively implemented which deals with the handling of complaints from parents of pupils and which -
33(c)	sets out clear timescales for the management of a complaint.
ISSR Part 8, paragraph 34(1)	The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the independent school Standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the independent school Standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Paragraph number	National Minimum Standards for boarding schools 2022 ('NMS')
NMS 2.1	The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
NMS 2.2	The school's leadership and management, including its governing body where appropriate, demonstrate good skills and knowledge, appropriate to their role and undertake appropriate training as required.
NMS 2.4	The school's leadership and management fulfil their responsibilities consistently and effectively so that standards are met.
NMS 2.5	The school's leadership and management and governance actively promote the wellbeing of pupils.
NMS 2.7	The school follows and maintains the policies and documents described in Appendix A
NMS 2.8	The records specified in Appendix B are maintained and monitored by the school and action taken as necessary
NMS 8.1	The school should ensure that: <ul style="list-style-type: none"> • arrangements are made to safeguard and promote the welfare of pupils at the school; and • such arrangements have regard to any guidance issued by the Secretary of State.
NMS 9.1	The school ensures compliance with relevant health and safety laws by drawing up and effectively implementing a written health and safety policy. Staff undertake sufficient training to ensure the policy is followed in practice.
NMS 9.2	The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured, and they are provided a safe environment in which they can live and learn.
NMS 9.3	The school ensures that the welfare of boarders at the school is safeguarded and promoted by the drawing up and effective

	implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.
NMS 9.4	The school, as part of its health and safety policy, has written procedures setting out the contingency arrangements in case of a major incident, including what happens in the case of an overnight emergency where the premises need to be evacuated.
NMS 11.4	The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who children may contact directly about personal problems or concerns at the school. This person may be known as the 'independent person'. Children know who this person is, know how to contact them and feel comfortable talking to them. The person is easily accessible.
NMS 14.1	The school has and follows an effective policy on recording and responding to parental complaints that is compliant with the relevant regulatory standards ²⁵ . The policy is clear on how to make a complaint, how it will be dealt with and the timescales for a response.
NMS 15.1	<p>The school has and consistently implements a written policy to promote good behaviour amongst pupils, including boarders. The school's approach to behaviour is easily apparent to anyone joining or visiting the school and is evident in the actions and messages from all staff and pupils, including boarders. The school behaviour policy includes detail on:</p> <ul style="list-style-type: none"> • the underlying objective to create a safe environment in which all pupils, including boarders, can learn and reach their full potential and to reflect the values and ethos of the school; • the role of designated staff in maintaining consistent behaviour expectations, including the responsibilities of school leaders, any resources allocated, and the involvement of governors or trustees; • the behaviour expected of pupils (including boarders), including treating others with dignity, kindness and respect, and the measures to promote positive behaviour, including positive reinforcement and reward and consequence systems; • how the needs of all pupils, including boarders, and staff are met so members of the school community feel safe knowing that bullying, physical threats or abuse are not tolerated, and that they belong; • school systems and social norms, including rules, routines and consequences systems for pupils, including boarders' behaviour when in the charge of the school and including when outside of the school premises and online; • pupil (including boarder) support, including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour; • measures to prevent child-on-child abuse and the response to incidents of such abuse, including disciplinary action; • when restraint²⁷, including reasonable force²⁸, is to be used and other physical contact and how this will be managed; and • arrangements for searching and screening children and their possessions and how this relates to safeguarding policies. Any

	search of boarders' personal belongings should be carried out in accordance with section 550ZA of the Education Act 1996 and with regard to any guidance issued by the Secretary of State.
NMS 15.2	The policy complies with relevant legislation and has regard to guidance, and is accessible, clear, and easily understood by staff, pupils, parents, and carers.
NMS 16.1	The school ensures that all forms of bullying (including cyberbullying, prejudice based and discriminatory), at the school, are prevented in so far as reasonably practicable, by the drawing up and implementation of a proactive and effective antibullying strategy. The strategy should include accessible and effective systems for children to report bullying.
NMS 16.3	The school's anti-bullying strategy should reflect that unlike at day schools, boarders who are being bullied (offline) cannot escape their bullies for long periods of time as they are not going home as often.
NMS 18.2	All boarders are able to access a good range and choice of activities outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place and followed for any activities which may put boarders at risk of harm. These should not prevent children having experiences that provide challenge and adventure.
NMS 22.3	Whether an educational guardian is appointed by the school or a parent/carer the school takes appropriate steps to ensure that the guardianship arrangement is promoting the welfare, physical wellbeing and emotional wellbeing of the boarder.

School details

School	Kensington Park School
Department for Education number	213/6389
Address	Kensington Park School 40-44 Bark Place London W2 4AT
Phone number	020 7616 4400
Email address	hmea@kps.co.uk
Website	www.kps.co.uk
Sole Proprietor	Mr Hao Wu
Headteacher	Mr Antony Faccinello
Age range	11 to 20
Number of pupils	204
Number of boarding pupils	21
Date of previous inspection	29 June 2023

Information about the school

35. Kensington Park School is a co-educational day and boarding school split across three sites in the London Borough of Kensington and Chelsea. The proprietor of the school trades as Star Education Investment Ltd. The proprietor is supported by an advisory board. Pupils aged between 11 and 16 are educated at the Bark Place setting. Pupils in the sixth form are educated at the Queen's Gate setting. The school has appointed a new headteacher since the previous inspection.
36. Pupils may board from Year 9. They are accommodated at Princess Beatrice House in Earls Court which is a short distance from the sixth form setting.
37. The school has identified 55 pupils as having special educational needs and/or disabilities. A small proportion of pupils in the school have an education, health and care plan.
38. The school has identified 129 pupils for whom English is an additional language.
39. The school states that its aims are to foster an intellectually stimulating environment in which pupils learn and grow in a fun way. It seeks to deliver a modern curriculum which promotes intellectual curiosity and creativity. The school intends that its pupils develop into responsible and respectful citizens who celebrate diversity and inclusivity. It endeavours to support pupils so that they achieve as well as they can. The school aims to prepare its pupils academically, socially, physically, digitally and emotionally so that they are ready for their future lives in British and global society.

Purpose of the additional inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. This inspection was an unannounced additional monitoring inspection which was carried out at the request of the DfE.

Inspection details

Inspection dates

22 to 23 May 2025

40. Two reporting inspectors visited the school for two days.

41. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- tours of the school sites to observe each setting
- discussions with representatives from the advisory board
- discussions with the headteacher, school leaders, managers and other members of staff, including boarding staff
- discussions with pupils, including boarders
- visit to the boarding house accompanied by pupils

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

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