

# School inspection report

24 to 26 March 2026

## **Kensington Park School**

40 – 44 Bark Place

Bayswater

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’.

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## Summary of inspection findings

1. Since the previous inspection, school leaders and the proprietor, through members of the advisory board, have been proactive in seeking advice and instituting changes, so that the Standards and the National Minimum Standards for boarding schools (NMS) are consistently met.
2. Leaders maintain effective oversight of the school's provision and procedures, including safeguarding and health and safety. However, the school's internal communication about health and safety and fire safety matters, and actions taken with regard to these, has been unclear. Leaders resolved this before the end of the inspection.
3. The curriculum is broad, providing for the needs of pupils of all abilities. It is flexible for those in the sixth form, accommodating their individual interests and ambitions.
4. Teachers are knowledgeable and generally plan lessons well, using an effective range of methods to engage pupils' interest. Teachers reiterate and repeat explanations patiently until pupils fully understand. Teaching enables the majority of pupils in the senior school and all those in the sixth form to approach their work responsibly, showing determination and a willingness to think for themselves. However, at times, the typically gentle pace does not provide sufficient challenge for pupils with higher prior attainment.
5. Pupils who have special educational needs and/or disabilities (SEND) are supported well in class and in individual sessions, as needed. They make good progress from their starting points.
6. Most pupils who speak English as an additional language (EAL) are confident in speaking English. They are provided with additional support, as needed, including extra lessons in English to support their language acquisition when required.
7. Pupils grow in self-knowledge, self-confidence and self-esteem because leaders create an environment in which pupils treat each other with mutual respect and acceptance. The personal, social, health and economic education (PSHE) curriculum includes a suitable relationships and sex education (RSE) programme. The curriculum supports pupils' development effectively, so that they learn the necessary skills to form positive relationships in preparation for adult life.
8. The physical education (PE) curriculum makes appropriate use of local facilities to encourage pupils in the senior school to derive pleasure and benefit from physical exercise. However, there is no specific PE provision for sixth-form pupils other than the opportunity to join in with a senior school lesson once a week.
9. Pupils understand the school's behavioural expectations and the majority live up to them. The behaviour of sixth-form pupils is excellent. Bullying is rare and dealt with appropriately. However, there is some ineffective management of low-level disruption and inattentive behaviour of pupils in the senior school.
10. Medical provision is suitable. Boarding accommodation is comfortable and welcoming. All the school buildings are clean and well maintained.
11. The curriculum and school's ethos actively promote pupils' understanding of the values that underpin modern British society. The careers programme is effective for pupils in the sixth form,

preparing them well for the next stage of their education and lives. However, careers guidance for pupils in the senior school is underdeveloped. Pupils receive suitable financial education.

12. Pupils in the sixth form develop a clear and mature understanding of the importance of taking responsibility and contributing to the school community. However, opportunities for pupils in the senior school to contribute to the local community are limited.
13. There is a robust culture of safeguarding in the school. Staff are well trained in their responsibilities by knowledgeable safeguarding leaders, who manage concerns appropriately. Measures to ensure safer recruitment of staff are thorough. All required checks are completed prior to adults commencing work at the school and recorded accurately in a suitable single central record of appointments (SCR).

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

### Recommended next steps

Leaders should:

- strengthen the school's internal communication about the management of health and safety and fire safety matters, to better inform leaders' oversight of these
- strengthen the management of low-level disruption and inattentive behaviour of pupils in the senior school, so that all pupils can learn effectively without distraction
- ensure that teaching in the senior school provides sufficient challenge, so that pupils are encouraged to be intellectually curious and reach their full potential
- develop further opportunities for pupils in the sixth form to engage in physical exercise, to the benefit of their physical and mental wellbeing
- develop careers education in the senior school, so that pupils have a clearer understanding of possible future pathways.

## Section 1: Leadership and management, and governance

14. The proprietor, through members of the advisory board and school leaders, has been rigorous in implementing effectively the measures set out in the action plan that followed the previous inspection. Leadership of boarding has been strengthened, ensuring that boarders have a positive experience, with appropriate activities at weekends. Leaders have undertaken additional training, so that they have the skills and knowledge to fulfil their responsibilities effectively, ensuring that the Standards are consistently met.
15. The school's ethos and its boarding principles are published on the school's website. Parents, staff and pupils understand the school's aims, and leaders and staff promote these in practice. Leaders' decisions are made with the school's ethos in mind, so that there is a consistent philosophy that unites practice in the academic sites and the boarding house. Leaders conduct effective self-evaluation of the school's successes and areas for improvement. They provide the proprietor and advisory board with regular reports on all aspects of school life. Members of the advisory board are regular visitors to the school, using the opportunities to visit lessons and talk to staff and pupils. This means that board members have a well-informed understanding of the school and use their knowledge to provide school leaders with appropriate challenge and support. They conduct a termly audit of policies and practice to ensure that these reflect current statutory guidance.
16. Leaders have created a thorough risk register and take suitable measures to ensure that risks to pupils are reduced as far as possible. There are appropriate risk assessments in place for boarders' independent travel at weekends. Suitable emergency evacuation plans for the boarding house and sixth-form building have been written and trialled. Thorough risk assessments are in place for all areas of the school and action is swiftly taken in response to identified potential risks. There has been extra training for staff in the management of hazardous materials.
17. However, the school's internal communication about the oversight of the management of health and safety and fire safety matters has been unclear. The result has been confusion and poor communication about actions required and taken by the school in response to the most recent fire audit. Leaders resolved these issues of communication during the course of the inspection.
18. Appropriate links are in place between school leaders and outside agencies to support the overall wellbeing of pupils. This includes contact with the police, fire authorities, local medical agencies and the local authority. Leaders have drawn on the experiences of external experts to support them in refining their processes and policies.
19. All the required policies are in place and appropriately implemented by staff. Parental complaints are managed appropriately, in line with the policy and its clear timescales. There is a clear process for boarders to make complaints about their experience of boarding. All complaints are recorded, along with actions taken in response.
20. Leaders are alert to meeting the different needs of the school's diverse population. There is an appropriate accessibility plan, covering a three-year period and outlining actions to be taken to improve access for those who have disabilities. The requirements of the Equality Act 2010 are met.
21. The school provides, and makes available to parents, all required information, including previous inspection reports. Parents are sent regular and informative reports about their child's progress. Leaders inform the local authority when pupils leave or join the school outside the usual transition

times. They also provide the relevant local authority with the required information relating to the use of funding for pupils who have an education, health and care plan (EHC plan).

### **The extent to which the school meets Standards relating to leadership and management, and governance**

**22. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

23. Leaders have established a rich curriculum that provides for the needs of all pupils. Pupils in the senior school follow a common core of English, mathematics and sciences. This is enriched by optional choices, including modern foreign languages and classical subjects, humanities and arts. The curriculum for the sixth form is structured flexibly, so that it is adapted to the needs and interests of individual pupils.
24. Pupils develop their core literacy skills well. They are articulate in discussion and in writing. Their mathematical competence develops well. Pupils are skilled in using information and communication technology (ICT) to research and produce work.
25. Well-qualified and trained staff identify the specific needs of pupils who have SEND on entry to the school or as needs emerge in lessons. Leaders in this area meet with the pupils and parents to agree and revise plans to meet the educational needs of pupils identified as having SEND or who have an EHC plan. Classroom teachers are trained in using appropriate strategies to support pupils who have SEND so that they make good progress from their starting points and achieve well.
26. The majority of pupils who speak EAL have a high degree of fluency in English on joining the school. They are provided with extra support, such as pre-teaching of technical language, as necessary. Those pupils who are less confident in English are given effective support, such as extra tuition in small groups, to support them to develop their skills in comprehension and to extend their vocabulary.
27. Leaders have thorough measures in place to assess pupils' progress, with frequent assessment tests and activities. Teachers provide pupils with thorough and helpful feedback on their work. For pupils in the examination years, assessment tasks use previous examination papers, providing robust data on pupils' current levels of attainment. Academic leaders meet weekly to discuss pupils' progress, using the data and their direct knowledge of the pupils to identify any underperformance and decide on additional support. Residential staff are available to provide boarders with help during their evening prep sessions.
28. Teachers are skilled and knowledgeable in their specialist subjects. They generally plan lessons carefully. Teachers use patient reiteration, explanation and repeated practice, so that pupils fully understand a topic before moving on to new material. This approach ensures that pupils make progress and gain confidence. On occasion, in the senior school, however, the gentle pace and less effective questioning do not encourage pupils to show intellectual curiosity nor to think for themselves. This means that pupils with higher prior attainment are not always sufficiently challenged in lessons while they wait for others to catch up. Teaching in the sixth form is uniformly rigorous and challenging, and pupils are encouraged to engage in scholarly debate to support their own viewpoints.
29. Teaching inspires pupils in the sixth form to be self-motivated, determined and responsible in their approach to their studies. They engage in lively and thought-provoking conversations with their teachers on the subject of the lesson. The majority of pupils in the senior school settle down to work sensibly, listen carefully, take pride in their work and make good progress.
30. There are a number of clubs or activities available each day, during lunchtime or after school, to allow pupils and boarders to develop their skills or learn new ones. These include sports such as

fencing and table tennis, art club, board games, music lessons and study support sessions. Since the previous inspection, leaders have ensured that there is a suitably broad and regular choice of extra-curricular activities for boarders, as well as outings to enjoy at weekends.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

**31. All the relevant Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

32. Pupils learn to value diversity. They treat each other courteously, expressing any disagreement respectfully. Leaders create a supportive environment in which pupils can feel confident that they are known and respected as individuals. As a result, pupils grow in self-confidence and self-esteem.
33. Religious education (RE) lessons ensure that pupils develop an understanding of the similarities and differences between major world faiths. In discussions, pupils debate moral issues such as whether capital punishment is acceptable, the attitudes of different faiths to war and ethical considerations in town planning. They develop an increasingly mature grasp of the complexities of moral issues and the importance of having a clear code of values on which to base their behaviour and decisions.
34. Leaders place considerable emphasis on supporting the pupils' mental health and wellbeing. Pupils are encouraged to seek help from specialist staff when they are feeling under pressure. Pupils undertake activities designed to facilitate their appreciation and enjoyment of the pleasure of the natural world, such as 'wellbeing walks' in Kensington Gardens.
35. The PE curriculum draws on local facilities to engage pupils in the senior school in team sports including football, netball and rugby, and develop their skills in these areas. It also encourages individual sporting activities such as fencing, table tennis and swimming. However, there is no curricular provision for PE for pupils in the sixth form and there are limited opportunities for them to look after their physical and mental wellbeing, although they may join in with weekly senior school games sessions.
36. The PSHE programme is taught in tutor time and in timetabled lessons, using appropriate schemes of work that provide age-appropriate information. It includes RSE, in which pupils learn to understand the importance of forming positive and respectful relationships. Pupils learn how to keep themselves safe, including when socialising and when using the internet and social media. Talks from visiting experts encourage pupils' understanding of diversity and of sensitive matters such as contraception and sexual health.
37. Pupils in the sixth form consistently behave in a mature, responsible and thoughtful manner. Boarders understand and respect the behaviour expected of them in the boarding house, so that the atmosphere is welcoming, friendly and secure. Pupils in the senior school understand and generally respect the school's behaviour policy. Their behaviour in the school corridors and social areas is usually sensible. When there is unacceptable behaviour, staff typically deal with it promptly, in line with the policy. Teachers generally manage classroom behaviour well, establishing clear expectations and dealing firmly and respectfully with pupils to ensure they maintain focus. However, some teachers do not consistently manage the low-level disruption of some pupils' within lessons.
38. Leaders make sure that pupils of all ages know that bullying is totally unacceptable. Staff are trained to be alert to indications of unkind or bullying behaviour. As a result, incidents of bullying are few and are managed firmly. Levels of staff supervision in the academic buildings and the boarding house are appropriate. Residential staff are alert to the extra vulnerability of boarders to potential bullying. Staff are available at all times in the boarding house so that boarders know where to get help, as needed.

39. Pupils' attendance is registered as required. Arrangements for boarding staff to know the whereabouts of boarders during the school week and at weekends are thorough. Admission and attendance registers are completed in accordance with current statutory guidance and a senior attendance champion is in place. Leaders responsible for oversight in these areas are assiduous in working sensitively with parents when a pupil's attendance causes concern, for example by adapting a pupil's timetable to support their reintegration after a period of absence.
40. The school's first aid arrangements and medical facilities are suitable. There are trained nurses and suitable numbers of staff trained in first aid present in the school at all times.
41. Each of the school buildings is well maintained, clean and welcoming. The boarding house provides high-quality accommodation, with comfortable provision for sleeping, studying and socialising.
42. Routines to monitor matters of health and safety are effective in providing an environment in which risk is identified and appropriate action taken. For example, there are regular checks on the storage of hazardous materials, access to higher risk areas such as laboratories is carefully controlled and staff have been trained in writing risk assessments for classrooms and trips.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

- 43. All the relevant Standards are met.**

## Section 4: Pupils' social and economic education and contribution to society

44. Leaders are successful in encouraging pupils' understanding of the importance of inclusivity. In PSHE sessions and discussions, pupils reflect on the values of respect and acceptance of others, regardless of differences in ethnicity, gender, ability, belief or sexual orientation. They learn that these differences are legally protected and that respect for personal liberty and the rights of others is at the core of modern British society. The PSHE curriculum supports pupils' understanding of British legal and political systems. Pupils learn to understand the importance of democracy through seeing the impact of the pupil council on, for example, the range of food options offered at lunch.
45. Pupils' experiences in the school and boarding are enriched by living and working alongside others who use opportunities to share their different cultural traditions and perspectives. Relationships between pupils and between boarders are harmonious and respectful. The curriculum and assemblies covering topics such as sustainability, Black History Month and the existence of modern slavery help pupils to consider their global responsibilities. Pupils reflect on issues of global concern in activities such as Model United Nations (MUN), as well as in geography, politics and sociology lessons.
46. Careers education is taught primarily in PSHE lessons. Pupils in the senior school are encouraged to use an online programme to reflect on their interests and aptitudes. Tutors and teachers provide these pupils with sensible advice about their option choices, but with limited information on possible future career pathways and no opportunity for work experience. The careers education for pupils in the sixth form is richer, with individual support from external advisors and useful work experience placements in local businesses and hospitals. Advice is tailored to the individuals and alerts pupils to a range of options, including going straight into employment. There is extensive support for pupils in completing their applications for universities or employment.
47. Pupils in the senior school develop their financial awareness in PSHE lessons that discuss such topics as need versus want, the benefits of saving money and the danger of gambling addiction. Pupils in the sixth form receive useful advice on applying for student loans, understanding rental agreements and budgeting, so that they are well prepared to manage their finances in the future.
48. Leaders encourage pupils in the sixth form to understand that with maturity comes the need to develop their understanding of personal and communal responsibility. Pupils learn to manage their studies and the freedoms they are given wisely. They canvass energetically for election to the posts of pupil leaders and value the opportunities to discuss, with school leaders, ways to improve life for their fellow sixth-form pupils.
49. There are responsibility roles for pupils below the sixth form, both in the boarding house and in the senior school. These include school council, head pupils and heads of the school's houses. However, the school does not always succeed in convincing pupils in the senior school of the usefulness of involvement in such forums or of taking on responsibility roles. Pupils make their suggestions and opinions known to staff in tutorial times and school leaders respond to these appropriately.
50. Pupils engage in national fundraising events such as Red Nose Day. Those in Year 9 embark on the bronze level of The Duke of Edinburgh's Award scheme (DofE), with volunteer activities within the school as part of the service element. There are occasional non-uniform days to raise money for

charity, but pupils are unclear about which charities are benefitting. There are few effective outreach opportunities for the pupils, to the detriment of pupils' practical understanding of how they can contribute positively to the lives of those living and working in the local community.

### **The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society**

**51. All the relevant Standards are met.**

## Safeguarding

52. Leaders have established a robust safeguarding culture, led by a team of senior staff across the school's three sites. The safeguarding policy reflects current statutory guidance and accurately reflects the school's context. Safeguarding leaders attend regular training to ensure that their knowledge of current requirements is thorough. They meet regularly to check the consistency and effectiveness of safeguarding arrangements. Safeguarding leaders have established positive relationships with outside agencies and work closely with them to provide support to pupils and their families, when necessary.
53. Safeguarding leaders provide training to all staff as they join the school. Staff are required to participate in annual formal update training and safeguarding leaders provide regular informal updates. As a result, staff are acutely aware of the importance of vigilance in safeguarding matters. They understand their responsibilities to take action if concerns arise. Staff are able to spot concerning changes in behaviour swiftly and alert the safeguarding leaders. Those who work in boarding are conscious of their extra degree of responsibility. For example, they regularly talk with boarders and check the suitability of their guardianship arrangements.
54. Safeguarding leaders maintain clear electronic records of their concerns about pupils or about adults working in the school. These confidential records note actions taken and the rationale for them. Leaders take appropriate action when allegations are made, including working with the relevant authorities.
55. Leaders ensure that all the required safer recruitment checks are completed before staff are allowed to start work in the school. These checks are correctly recorded on a suitable SCR.
56. Members of the advisory board provide rigorous oversight of safeguarding in regular meetings with safeguarding leaders, as well as in a formal annual review of policies and practice. They check the accuracy of the SCR regularly and review the effectiveness of the school's internet filtering and monitoring system.
57. Pupils learn how to keep themselves safe, including when online, mainly through PSHE lessons. They know the names of the safeguarding leaders in the school and also that they can approach any member of staff they trust. Leaders and staff provide appropriate support should pupils raise any concerns.

### The extent to which the school meets Standards relating to safeguarding

- 58. All the relevant Standards are met.**

## School details

<b>School</b>	Kensington Park School
<b>Department for Education number</b>	213/6389
<b>Address</b>	Kensington Park School 40 – 44 Bark Place Bayswater London W2 4AT
<b>Phone number</b>	020 7616 4400
<b>Email address</b>	<a href="mailto:hmea@kps.co.uk">hmea@kps.co.uk</a>
<b>Website</b>	<a href="http://www.kps.co.uk">www.kps.co.uk</a>
<b>Proprietor</b>	Star Education Investment Ltd
<b>Chair</b>	Mr Hao Wu
<b>Headteacher</b>	Mr Antony Faccinello
<b>Age range</b>	11 to 20
<b>Number of pupils</b>	175
<b>Number of boarding pupils</b>	13
<b>Date of previous inspection</b>	22 to 23 May 2025

## Information about the school

59. Kensington Park School is an independent co-educational day and boarding school. The school is owned and governed by the sole proprietor, who trades as Star Education Investment Limited, supported by an advisory board. The school is split across three sites in the London Borough of Kensington and Chelsea. The senior school, for pupils aged 11 to 16 years, is located at Barking Place and the sixth-form setting is located in Queen's Gate. The current headteacher took up his position in September 2024.
60. The boarding provision for pupils aged from 14 to 19 years is located in Princess Beatrice House, in Earl's Court, close to the sixth-form setting.
61. The school has identified 57 pupils as having special educational needs and/or disabilities. A very small proportion of pupils in the school have an education, health and care plan.
62. The school has identified English as an additional language for 156 pupils.
63. The school states its aims are to provide a curriculum that stimulates intellectual curiosity and creativity, so that pupils enjoy their learning. It seeks to help pupils to develop into responsible and respectful individuals who value inclusivity and who achieve academic success, so that they are well prepared for their future lives in the modern world.

## Inspection details

### Inspection dates

24 to 26 March 2026

64. A team of five inspectors visited the school for two and a half days.

65. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other advisory governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to boarding houses accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

66. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**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](http://www.isi.net)**.

**Independent Schools Inspectorate**

CAP House, 9-12 Long Lane, London, EC1A 9HA

For more information, please visit [isi.net](http://isi.net)