

# Inspection of Kensington Wade

205 Warwick Road, London W14 8PU

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Inspection dates: 22 to 24 March 2022

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding
Does the school meet the independent school standards?	<b>Yes</b>

## **What is it like to attend this school?**

Pupils enjoy coming to this school. They value mastering both English and Mandarin. They study a range of other subjects in both languages. They seamlessly change from one language to the other.

Staff have high expectations for pupils' behaviour. From the moment children enter the Nursery class, staff set clear routines. Pupils know what is expected of them and learn the school values. As a result, pupils are kind, polite and helpful. They make a strong contribution in maintaining a calm and respectful atmosphere. Pupils feel safe as they know that staff take care of them. Should bullying occur, leaders deal with it effectively.

Leaders provide pupils with an extensive range of enrichment activities and workshops. From Nursery upwards, all pupils have annual basic first-aid training, for example. Staff identify and help pupils nurture their talents and interests, such as in music and athletics.

Parents and carers are overwhelmingly positive about the school. In particular, they described their relationship with the school as a partnership. They work together with staff to support their children's all-round development. They also welcome the social activities when school families get together. Leaders actively seek parents' views and ideas on how to develop and improve the school further.

## **What does the school do well and what does it need to do better?**

The proprietors and school leaders share a common vision, centred on providing a bilingual and bicultural English and Chinese school. Their aspirations are reflected in the rich and ambitious curriculum. It prioritises both deep knowledge of the English language and Mandarin. A wide range of other subjects are also taught, and the curriculum for these subjects is delivered in both languages. Leaders' vision for the school also informs their curriculum decisions. For example, in geography, pupils learn about the influence on the development of ancient cultures of both the Nile and Yangtze rivers. In the early years, children learn nursery rhymes in both languages. In art, pupils learn Chinese calligraphy and about Chinese artists. During the inspection, all pupils had a day's workshop with Chinese artists.

Reading is well promoted at the school. Leaders make sure that pupils read each day. They read in lessons and listen to stories in Mandarin and English. Leaders select books that interest pupils and some that link with their general learning. Texts include poetry and a wide range of fiction and non-fiction texts. From the moment children arrive in the early years, they begin to learn to read in English and Mandarin. Well-trained teachers use an effective phonics programme to teach them to read English. Early years children practise using reading books that are well matched to the sounds they learn.

In Years 1 and 2, leaders have identified that gaps in some pupils' phonics knowledge arose during the COVID-pandemic. Leaders ensure that these pupils are given extra lessons to help them catch up. However, on occasion, teachers do not use resources that are precisely matched to some pupils' phonics knowledge. This affects how well these pupils can apply what they know and, in turn, strengthen their reading fluency.

In all subjects, staff often check on pupils' learning. They address any difficulties and misconceptions. Leaders give teachers guidance and strategies they can use to support pupils with special educational needs and/or disabilities. Through extra support, staff ensure that these pupils can access the full curriculum.

Leaders have identified the key knowledge they want pupils to know and remember long term in most subjects. These ideas and concepts are taught logically so that pupils build up their knowledge, step by step. For example, children in the early years are introduced to magnets when learning about senses. In Year 2, they learn more about magnets when studying the properties of different materials. Building on this prior knowledge, pupils in Year 3 gain a deeper understanding of the features of magnets when exploring forces. However, in Year 1 and above, curriculum thinking is not as well developed in a few subjects. This limits pupils from gaining a long-term deep knowledge in those subjects.

The early years curriculum prepares children exceptionally well for their future learning in Year 1 and beyond. Staff's expertise, together with careful planning of each area of learning, means that children's language development and wider understanding are promoted most effectively. Children learn to pay attention for increasing periods and to work and play with each other. Pupils are curious and keen to learn. They listen carefully to their teachers and try their best. These positive attitudes make a strong contribution to their successful learning.

The school's work to promote pupils' personal development is commendable. Leaders plan this aspect of their work in great detail. They teach pupils a set of values to strive for. These include kindness, integrity, intellectual endeavour and resilience. Pupils also learn about respecting diversity and how to form healthy relationships. Relationships education is provided in accordance with statutory requirements.

Older pupils enjoy regular debating. Before arguing their case, they carry out research to gain a deeper understanding of the issues up for discussion. Leaders arrange a variety of visitors to the school. Pupils take part in drama and mental health workshops and hear from leaders of charity organisations. In the early years, children recently had the opportunity to prepare dishes with a professional chef. Almost all pupils attend after-school clubs, some every day of the week. These range from choir, chess club and Chinese storytelling to drama, ballet and art.

Leaders are considerate of staff well-being and regularly seek their views, including on workload. Staff said that leaders are approachable, flexible and supportive.

The proprietor body has robust systems in place to ensure that the school consistently meets the independent school standards and other requirements, including those related to the statutory framework for the early years foundation stage. The accessibility plan complies with schedule 10 of the Equality Act 2010.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know all the pupils and their families very well. They are well trained and vigilant and know how to report any concerns to leaders, however minor they may seem. Leaders act promptly when concerns arise. They know how and where to obtain additional help for pupils who may be at risk.

The curriculum ensures that pupils learn about risks and how to stay safe, including when using the internet. Leaders also deliver training to parents to help them understand online safety.

Leaders have strong recruitment processes for vetting candidates' suitability to work with pupils. The school's safeguarding policy, which is published on its website, complies with the latest statutory guidance.

## **What does the school need to do to improve? (Information for the school and proprietor)**

- The resources used to help some pupils in Years 1 and 2 to catch up in reading are, at times, not fully matched to their needs. This means that pupils find it harder to apply their knowledge and practise reading with fluency. Leaders should ensure that all resources used in reading catch-up are closely matched to the phonics that pupils are learning.
- In a few subjects, leaders have not identified clearly what knowledge they want pupils to know and remember long term. This means that pupils are unable to draw automatically on prior knowledge to support new learning. Leaders should identify exactly what knowledge they want pupils to remember long term. They should provide opportunities for pupils to revisit and recap prior learning in order to embed this knowledge over time.

## **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	144965
<b>DfE registration number</b>	207/6014
<b>Local authority</b>	Kensington and Chelsea
<b>Inspection number</b>	10226787
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	92
<b>Number of part-time pupils</b>	3
<b>Proprietor</b>	Anglo Chinese School of London Ltd
<b>Chair</b>	Hugo William De Burgh
<b>Headteacher</b>	Suzanne Haigh
<b>Annual fees (day pupils)</b>	£18,825
<b>Telephone number</b>	020 3096 2888
<b>Website</b>	<a href="http://www.kensingtonwade.com">www.kensingtonwade.com</a>
<b>Email address</b>	<a href="mailto:office@kensingtonwade.com">office@kensingtonwade.com</a>
<b>Date of previous inspection</b>	1 to 3 May 2018

## Information about this school

- This was the school's second standard inspection. The first was in May 2018. At that time, there were two classes of Nursery and Reception children. Since then, the school has expanded, with the oldest pupils currently in Year 4. In November 2019, the school had a material change inspection because it sought to increase its capacity from 80 pupils to 90 pupils.
- Since the previous inspection, there has been a change in leadership. The former deputy headteacher was appointed headteacher from September 2021. The former headteacher is now the part-time principal. She is part of the newly formed executive committee which also comprises the chair of the proprietor body and the chief executive officer (CEO). There is also a separate governing body that reports to the executive committee.
- The school is currently housed in temporary accommodation within another school and will be moving to its next location in September 2022.
- Leaders do not make use of alternative provision.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.

- Inspectors carried out deep dives in these subjects: reading, science, geography and personal, social, health and economic education, incorporating relationships education. Inspectors held discussions with leaders and teachers, visited lessons, looked at examples of pupils' work and held discussions with pupils. Inspectors also considered other subjects as part of the inspection.
- Inspectors spoke with the headteacher, the chair of the proprietor body, the CEO, the principal and the chair of the governing body. They also spoke with leaders responsible for safeguarding and health and safety.
- Inspectors reviewed a range of documentation, including information related to safeguarding and the checks carried out before the appointment of staff. Inspectors looked at records of pupils' behaviour.
- Inspectors scrutinised a range of documentary information and toured the school site to check the school's compliance with the independent school standards.

- Inspectors held formal meetings with staff and with pupils. They took account of the 70 responses to Parent View, Ofsted’s online survey. They also spoke with some parents. Inspectors considered the 17 responses to the staff survey and the 21 responses to the pupil survey.

### **Inspection team**

David Radomsky, lead inspector

Her Majesty’s Inspector

Jude Wilson

Her Majesty’s Inspector



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