

School inspection report

21 to 23 January 2025

Kensington Wade

Fulham Palace Road

London

W6 9ER

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'.

Contents

SUMMARY OF INSPECTION FINDINGS	3
THE EXTENT TO WHICH THE SCHOOL MEETS THE STANDARDS.....	4
RECOMMENDED NEXT STEPS	4
SECTION 1: LEADERSHIP AND MANAGEMENT, AND GOVERNANCE.....	5
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO LEADERSHIP AND MANAGEMENT, AND GOVERNANCE	6
SECTION 2: QUALITY OF EDUCATION, TRAINING AND RECREATION	7
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO THE QUALITY OF EDUCATION, TRAINING AND RECREATION	8
SECTION 3: PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	9
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ PHYSICAL AND MENTAL HEALTH AND EMOTIONAL WELLBEING	10
SECTION 4: PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY.....	11
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO PUPILS’ SOCIAL AND ECONOMIC EDUCATION AND CONTRIBUTION TO SOCIETY	12
SAFEGUARDING	13
THE EXTENT TO WHICH THE SCHOOL MEETS STANDARDS RELATING TO SAFEGUARDING	13
SCHOOL DETAILS	14
INFORMATION ABOUT THE SCHOOL.....	15
INSPECTION DETAILS	16

Summary of inspection findings

1. The executive board maintains full and effective oversight of the running of the school. They ensure that the aims and ethos of the school are central to all decision-making.
2. The bilingual language skills that pupils acquire throughout their time at the school are a significant strength. The development of pupils' language skills year on year is rapid, from the youngest children in the early years who show an understanding of what is being said, but are not yet confident to answer in Chinese, to pupils in Year 6 who switch from speaking English to Chinese with ease. The English and Chinese curriculums are discretely taught and are expertly planned to build on pupils' skills and knowledge without duplication.
3. Teachers demonstrate a secure knowledge and understanding of the subjects and ages that they teach. Both Chinese and English lessons are meticulously planned and resourced, and teachers explain objectives clearly. Teaching is carefully planned to meet individual pupils' needs and provide them with well-judged levels of challenge to enhance their learning. Thorough assessment data is used well by teachers, enabling pupils to make continual progress in their learning.
4. The executive body and leaders keep abreast of requirements in statutory guidance, including around online filtering and monitoring. Prior to the inspection, the monitoring of internet usage was not in place due to constraints caused by the sharing of internet provision and filtering with the external provider who has overall responsibility for the school site and facilities. Leaders were fully aware of the need to strengthen monitoring of internet usage prior to inspection and had been persistently trying to resolve this issue. This was addressed during the inspection, with leaders being able to demonstrate that appropriate filtering and monitoring systems for internet usage were securely in place before the end of the inspection.
5. Leaders are highly successful in promoting pupils' interest and knowledge in science, technology, engineering, the arts and mathematics (STEAM). Lessons and activities enable pupils to develop and apply their technological skills well. Pupils who enter national competitions often achieve much success.
6. Pupils are highly respectful of each other and display good behaviour, both in lessons and during their recreational time. The school's behavioural expectations are understood by pupils and staff, and the positive rewards system encourages pupils to meet these consistently.
7. Pupils are well prepared for their future lives. Leaders take time to help families choose future schools and support pupils with their examination preparation. Leavers have been highly successful in gaining places at their chosen schools.
8. The safeguarding leadership team promotes a positive safeguarding culture. They satisfy themselves that staff understand the procedures to follow in the event of a concern. Ongoing training ensures that staff are always aware of any changes to statutory guidance.

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:

- be vigilant in ensuring that all statutory requirements dependent on liaison with external providers are consistently implemented as required.

Section 1: Leadership and management, and governance

9. The executive board maintains effective oversight of the running of the school and how well it meets its aims and promotes the wellbeing of the pupils. The chair of the executive board has driven the development of the school's dual-language model. The executive board, supported by the advisory governing body, is proactive in holding leaders to account and offering ongoing support in their specialist areas. As a result, it ensures that leaders have the skills and knowledge required to carry out their duties effectively so that the school meets the Standards.
10. Leaders are committed to ensuring that the school's aims and values are understood and promoted by all members of the school community. They continually strive to provide pupils with the best in English and Chinese education and pastoral care. Leaders share a clear desire for continual improvement, as evidenced in the robust self-evaluation and strategic plans. These record how action is taken where required. Leaders systematically undertake self-evaluation, involving staff in their evaluations and decision-making, helping foster a close knit and supportive team. Policies and procedures are thoughtfully written, reviewed and updated as required. These are well known by staff. Leaders also remain abreast of ongoing research into current best practice in Chinese education to ensure the school maintains its effectiveness in this regard too.
11. Leaders ensure that the school meets its responsibilities under the Equality Act (2010). Leaders identify reasonable steps to make their school provision as accessible as possible to pupils, staff and parents in the school's suitable accessibility plan.
12. Leaders provide parents with all required information in a suitable format. The website includes up-to-date copies of key policies and information. The school provides parents with detailed written reports twice a year alongside parents' evenings that help them understand how their child is progressing. Parental engagement is an important part of everyday school life, with workshops and regular communication in place to further support each pupil's development.
13. The school maintains effective links with external agencies, such as with local children's services, and engages specialist support where required. Leaders are proactive in seeking advice should there be a need to do so.
14. Leaders demonstrate a clear and structured approach to risk assessment with regard to school activities and premises, educational trips and the use of any visiting speakers. Suitable risk assessments include sufficient detail to help staff mitigate potential risks effectively, including when undertaking trips and leading activities. Appropriate action is taken, through close collaboration with the staff, to ensure any harmful behaviour or attitudes are dealt with quickly. Leaders identify and mitigate any possible unintended consequences, such as those that may result due to teaching both in English and Chinese.
15. The complaints policy outlines a suitable procedure to deal with any complaints should they arise. This includes specific reference to timescales for the resolution of complaints, including any that might relate to the early years. Leaders respond swiftly and appropriately to any parental concerns or complaints.

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

16. All the relevant Standards are met.

Section 2: Quality of education, training and recreation

17. The school's curriculum is meticulously planned to ensure the bilingual education it provides is inclusive and supportive of all pupils' needs. The bilingual offering provides pupils with a rich variety of experiences. Pupils respond very well to being immersed in the two languages and pupils gain highly developed language skills from the education provided. The linguistic curriculum is of a particularly high standard with pupils making very good progress from their starting points.
18. Both the English and Chinese curriculums encompass a broad range of subjects and are planned to develop pupils' skills and knowledge methodically. Pupils demonstrate a secure understanding of concepts that they can apply across the different languages. For example, mathematics is recorded in English but with Chinese explanations in some sessions. In humanities, pupils learn about the geography and history from both cultures as well as the wider world. Pupils across the age range can recall previous learning and are able to translate facts from lessons from one language to another.
19. Pupils' aesthetic and creative skills are developed through stimulating teaching that inspires a love of the arts. Younger pupils take care to create detailed pictures, such as when recreating the Nian Monster that features in the story of the Chinese New Year. Pupils are suitably challenged during music lessons, such as learning to distinguish soprano and alto harmonies in choir practice. Pupils typically switch with ease from the English language to Chinese, such as when learning new songs in English or practising songs previously learnt in Chinese.
20. The focus on STEAM is highly effective. Science is taught by knowledgeable teachers, in common with all other subjects. Teachers make effective use of resources, such as, when appropriate, virtual reality headsets that are suitable for bi-lingual learners and develop pupils' understanding of scientific terminology in both Chinese and English. This enables pupils to gain a secure understanding of the concepts introduced and apply their skills creatively.
21. The English and Chinese staff teams in the early years work closely together to ensure that children experience a diverse and interesting curriculum that covers the required areas of learning in both languages. Staff plan lessons that meet the individual needs and interests of the children and provide support for children who require it. Children engage enthusiastically in both teacher led and self-chosen activities that reinforce understanding of topics such as length, shape, storytelling, new vocabulary and writing. Nursery children participate in Chinese action rhymes, showing an understanding of the instructions, such as to grow like a tree. Practical activities capture children's interest and make learning fun, such as a mathematics activity where they measured their height with textured wool. Children are keen to engage others in their learning and display confidence while presenting in front of a group. Reception children acquire competence in reading and writing English sounds and words as well as an ability to recognise Chinese characters. They gain confidence in writing Chinese characters through activities such as calligraphy.
22. Leaders and teachers quickly identify the academic and pastoral needs of pupils who have special educational needs and/or disabilities (SEND). They develop and implement detailed individual learning plans and provide pupils who have SEND with appropriate levels of support. Teachers regularly check that pupils make good progress.
23. Pupils who speak English as an additional language (EAL) or Chinese as an additional language are given appropriate levels of support, for example, through the effective use, when required, of

resources such as visual aids and through constant use and explanation of English and Chinese language. This helps pupils who speak EAL or require additional support for their Chinese to develop their language skills effectively and access the curriculum so that they learn successfully.

24. Leaders maintain a detailed and effective overview of pupils' progress and attainment. Pupils complete baseline assessments when they join the school and there is clear overview of planned assessment detailed for each half term. All scores are recorded on an electronic system, enabling teachers to track progress across year groups. The marking policy is followed by all staff and pupils understand and appreciate the feedback they are given by their teachers.
25. Leaders and staff offer a broad spectrum of extra-curricular activities, clubs and other opportunities that enable pupils to develop a wide range of emotional, intellectual, social, creative and physical skills outside of teaching time. Activities are well attended. These cater for pupils' interests and help them develop their abilities across a range of areas, such as engineering, debating, yoga, Chinese literacy and preparation for selective senior and secondary school entrance examinations.

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

26. All the relevant Standards are met.

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

27. Leaders and staff successfully promote a culture of respect in the school by communicating the school's values of 'explore, honesty, learn, connect, manners and develop' consistently. As a result, pupils use these values as a framework for their behaviour. For example, younger pupils can explain the importance of manners and being kind to one another.
28. The suitable personal, social, health and economic (PSHE) education and relationships and sex education (RSE) programmes are in line with statutory guidance. These are well established in all year groups and have a focus on respect, tolerance, and emotional wellbeing. Leaders reinforce key messages in everyday school life. For example, themed assemblies explain why protected characteristics, such as race, sexual orientation and belief, should be respected. Leaders utilise 'kindness breakfasts' to reward pupils who have demonstrated notable acts of kindness. The school actively promotes good mental health through a whole-school culture of care and consideration for pupils' emotional wellbeing. PSHE lessons support pupils with strategies to manage stress, particularly during busy times such as when preparing for entrance examinations to selective senior and secondary schools.
29. The religious education curriculum enables pupils to develop their understanding of different faiths and beliefs. For example, visits to different places of worship and listening to speakers representing diverse faiths helps pupils to fully appreciate different religions. Pupils demonstrate a sense of spirituality through the curriculum, such as by understanding the effect that engaging in creative activities can have on their feelings.
30. Leaders encourage pupils' interest in physical education by providing them with opportunities to develop their skills in a broad range of sports, such as football, netball, athletics and gymnastics. Extra-curricular clubs allow pupils to expand their interests and skills further, such as in Chinese martial arts and street dance. Pupils enjoy many successes in sport, including when taking part in team games. Leaders track and support pupils' physical progress continually. Activities and sports, including sports days and swimming galas, are focused on inclusivity and participation, reinforcing the school's values.
31. Leaders and managers promote good behaviour within the school through clear communication of the behaviour policy, including through a visual flow chart which sets out the expectations and sanctions for pupils. Teachers model good behaviour during exchanges and pupils know they can ask for help from a teacher if someone has upset them. Leaders communicate effectively with parents should any behavioural issues arise. There is a consistent approach to behaviour throughout the age phases which supports a positive and respectful culture across the school.
32. The anti-bullying strategy is effective. Leaders and staff teach pupils about the unacceptability of bullying and the harm that it can do through themed weeks, assemblies and constant reminders. Staff training ensures that there is a consistent approach to addressing any potential concerns. Leaders respond to the rare bullying incidents that do arise swiftly and suitably.
33. Health and safety and fire safety arrangements are effective, with regular checks and maintenance undertaken as required. Leaders maintain oversight of checks undertaken by external providers. They attend regular health and safety meetings with the state primary school whose site they share.

34. The school has suitable arrangements in place to deal with any pupil who is injured or unwell. This includes having a suitable number of paediatric first aid trained staff and an appropriate medical room. Staff maintain appropriately records of any administration of first aid or medication. Leaders undertake regular monitoring to ensure that any patterns of accidents are identified and acted upon swiftly.
35. Leaders maintain attendance and admissions registers in line with current statutory requirements. Leaders and the school attendance champion regularly monitor attendance and respond effectively should there be any absenteeism. The school informs the local authority of any pupils who join or leave the school at non-standard times of transition.
36. Supervision in lessons, as well as in the playground and dining room is proactive, with clear behaviour management strategies consistently followed by staff. Leaders deploy staff effectively to ensure that pupils can always gain support if needed. The early years setting maintains required staff-to-child ratios at all times.
37. Staff in the early years effectively promote children’s emotional and personal development. Children are confident in their environment, happily engaging with other children and staff in their play and activities. They understand the behavioural expectations and follow classroom routines well. Children learn how to regulate their feelings, such as by engaging in deep breathing exercises to calm themselves down after physical sessions. This helps them regain focus and be ready to listen in group activities. Children’s physical skills are developed through activities such as physical education (PE) and swimming sessions with specialist teachers, outdoor play, to mark making and participating in threading activities.
38. Pupils in Year 6 are given age-appropriate responsibilities for specific areas in the school. Pupils understand what their roles entail and take the lead in specific areas of school life, such as suggesting agreed rules for behaviour in the playground.

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

39. All the relevant Standards are met.

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

40. The curriculum helps pupils develop a secure understanding and appreciation of diversity both within their community and the wider world. They show empathy for people who have experienced challenges in their lives, such as when retelling stories of Olympic athletes who had challenging childhoods. The fact that pupils are taught two curriculums that are focused on different cultures helps them acquire a well-developed understanding of the differences in culture. Pupils demonstrate an understanding the importance of mutual respect, others' opinions and views, such as through their discussions in lessons. Older pupils gain further insight, such as through residential trips, including to China. Pupils thoughtfully consider different viewpoints, such as when discussing the human rights of groups such as illegal miners who were caught trying to steal from gold mines in South Africa.
41. Leadership encourages pupils to make a difference in their school community, including by offering suggestions for school improvement through the school and eco councils. There are many opportunities for pupils to contribute to the wider community, from local litter picking in the streets surrounding the school to raising money for local and national charities, such as one supporting west London's homeless and vulnerable people. Pupils benefit from opportunities to attend and contribute to events, such as the Chelsea Flower Show. First aid training for pupils equips them with skills to support others in an emergency, such as by knowing how to put a person in the recovery position.
42. The school council enables pupils to contribute positively to the lives of those at the school. Their work includes promoting charities and fund-raising initiatives to support different charities and raising areas of school life to which they want to make a positive change. A recent STEAM project, with models entered from pupils across different year groups, allowed pupils to democratically vote for their favourite project. Across the community, pupils contribute positively to people's lives, for example at Christmas they visited the local care homes to sing carols to the elderly in both English and Chinese.
43. Older pupils acquire a secure understanding of how the British democratic system works. For example, the school provides pupils with opportunities to visit government offices, such as the Foreign Office, and encourages them to voice their concerns, such as those about deforestation, by writing letters to Parliament.
44. The school begins to develop children's and pupils' economic understanding in the early years, through initial explanations and activities relating to the concept and use of money. As pupils progress through the school, their awareness grows, not only through the curriculum, but through fund-raising and art projects where pupils sell cards. Older pupils learn how to budget through financial awareness lessons, which includes managing budgets for large scale business projects, such as when designing a theme park, as well as planning their own fun day where they run stalls and budget for prizes. Information on areas such as different currencies and fraud is also introduced.
45. Leaders prepare older pupils for their move to senior and secondary schools effectively. They provide pupils and parents with guidance about finding the right school to meet their needs. Leaders teach pupils interview skills and arrange frequent meetings for parents to discuss their child's options.

46. The school ensures pupils are prepared for life in British society through the 'life lesson' sessions in Year 6. During these, pupils learn a range of skills such as tying a tie and workshops on how to navigate public transport.
47. Children in the early years gain an understanding of public services, such as through visits from the police. This informs their role play, such as when they dress as police officers and 'catch criminals'. Staff plan the curriculum and learning environment thoughtfully to develop children's social skills and awareness and their ability to work and play together co-operatively. As a result, children listen to one another's ideas and show confidence when speaking in front of an audience, such as when engaging in the daily show and tell sessions.
48. Pupils have opportunities to partake in debates which further prepares them for life in British society and helps pupils to understand diverse views, discuss what might be morally right and wrong in particular circumstances and respect democracy. For example, pupils discuss political issues maturely, such as the treatment of women in Afghanistan, looking at news articles and discussing what behaviours would be seen as right or wrong in British society. Such discussions support and express pupils' development of moral sensibilities. Staff ensure that any discussions with political content are conducted impartially and without any bias.

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

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

Safeguarding

50. The executive board, advisory governing body, leaders and staff collectively share an understanding of the importance of safeguarding pupils. Leaders regularly update the safeguarding policy and procedures to reflect the most up-to-date statutory guidance. The executive board maintains effective oversight of safeguarding arrangements, including by conducting annual reviews and visiting the school to meet with the staff with designated safeguarding responsibilities.
51. The safeguarding team is suitably trained for the role and demonstrates a clear working knowledge of how to respond to any safeguarding concern that might arise. Leaders provide staff with suitable and regular safeguarding training so that they know the procedures to follow should they have a concern. Leaders respond to safeguarding concerns promptly and appropriately, including by referring them onwards to relevant external agencies where required, and maintain methodical safeguarding records. Leaders pay careful consideration as to whether a referral is required and understand the local reporting thresholds. The designated safeguarding lead (DSL) engages in local DSL forums and training, helping them keep up to date with current practice.
52. Leaders and governors ensure that appropriate safer recruitment procedures are followed. The required pre-employment checks are completed before staff begin work at the school. The school keeps a suitable single central record of appointments which records these checks accurately. Staff files are stored securely and hold key information relating to the recruitment of individual staff.
53. The school teaches pupils strategies for staying safe online and best practice when using the internet. Staff utilise appropriate resources, such as those from a national safeguarding charity, to develop pupils' understanding in this area. Pupils know how to get support, such as talking to any staff member and using the class worry box.
54. Leaders are aware of the requirements of statutory guidance that relate to online filtering and monitoring. The school is dependent on sharing the internet provision of the state primary school in which they are housed. While there has been a filtering system in place for some time, attempts from leaders to have installed a system to monitor internet usage and demonstrate effectiveness of the filtering have been unsuccessful. During the inspection, this was fully rectified, and the school now has appropriate filtering and monitoring in place. Leaders have updated school policies to reflect the new arrangements.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Kensington Wade
Department for Education number	205/6014
Address	Kensington Wade Fulham Palace Road London W6 9ER
Phone number	020 3096 2888
Email address	office@kensingtonwade.com
Website	http://www.kensingtonwade.com
Proprietor	Anglo Chinese School of London Ltd
Chair	Professor Hugo William De Burgh
Headteacher	Mr Huw May
Age range	3 to 11
Number of pupils	128
Date of previous inspection	31 August 2022

Information about the school

56. Kensington Wade is an independent dual language English and Chinese co-educational day school for pupils located in West London. It is located within the premises of a state primary school. The school comprises two sections: the nursery and the prep school. It is owned by Anglo Chinese School of London Ltd, whose executive board oversees the school with support from an advisory board of governors. The current headteacher was appointed in September 2023.
57. There are 38 children in the early years comprising one Nursery and one Reception class.
58. The school has identified 30 pupils as having special educational needs and/or disabilities (SEND). There are no pupils in the school who have an education, health and care (EHC) plan.
59. The school has identified English as an additional language for three pupils.
60. The school aims to provide an environment where pupils develop a love of learning, a spirit of curiosity and independent thought, emotional and intellectual resilience, a strong understanding of and empathy towards different cultures, as well as personal responsibility, moral integrity, mutual respect and tolerance. The intention is to provide pupils with the skills they will need to succeed in an ever-changing world.

Inspection details

Inspection dates

21 to 23 January 2025

61. A team of three inspectors visited the school for two and a half days.

62. 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 governors
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

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

64. The school was previously inspected by Ofsted. This is the first ISI inspection of the school.

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

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

For more information, please visit isi.net