

Kings London

25 Beckenham Road, Beckenham, London BR3 4PR

Inspection dates

23–25 January 2018

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- The principal and senior leaders strongly promote an ethos of high expectations and high standards which is shared by staff.
- The college complies with all the independent school standards.
- Students and staff from a wide range of cultures and backgrounds get on very well together.
- Students have excellent attitudes to learning. They are keen to gain as much as possible from their courses.
- Teaching is good. The activities in lessons are interesting and well planned to help students make good progress academically and in becoming fluent in English.
- Students behave in a mature and sensible way and show respect for the values and ideas of others.
- Leaders ensure that students are well cared for and this is a very high priority. Staff quickly provide additional support for any students who may need it.
- Excellent guidance helps students to make suitable choices for their next stage of education or employment.
- Students achieve well. In 2017, all A-level students applying to university obtained a suitable place.
- Students on the English as a foreign language (EFL) courses achieved the level of fluency that they needed for future courses or careers.
- Safeguarding is taken very seriously. Students feel safe and learn how to keep safe and healthy.
- Students benefit greatly from the wide range of extension and enrichment activities. The college fully exploits the opportunities afforded by its location in London.
- Though teaching is good, sometimes the work is not challenging enough for some students, particularly the most able.
- Leaders are not using information from the checks on teaching and progress effectively enough to ensure that students make excellent progress.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Develop the skills of leaders, at all levels, in using the information on the quality of teaching and students' progress more effectively to raise the quality of education to the highest level.
- Ensure that teachers use information about students' starting points more effectively to increase the depth and challenge in lessons for all students, but particularly the most able students.

Inspection judgements

Effectiveness of leadership and management

Good

- The new principal, supported by senior leaders, has accurately assessed the strengths and weaknesses of the college. Together, they have devised an action plan which clearly identifies challenging but realistic next steps for the college. It is focused on improving the quality of education and the outcomes for students from good to outstanding.
- Leaders have high expectations and strongly promote a culture of success. They have a caring approach and have put systems in place which help students settle well and quickly get to grips with the demands of their courses.
- The curriculum is well matched to the needs of different groups of students. It is kept under review and adjusted to meet the needs of individual students and groups. Course and subject leaders are starting to have a positive impact on the quality of teaching and learning but they are relatively recent appointments and it is too early to see the full impact of their work.
- The wide range of A-level and equivalent courses equip students well for further study. The programme of individual support and careers guidance helps students to choose the right pathway for them. Students on the academic courses are able to move on to courses at UK universities.
- Students on the EFL side of the college choose from a range of levels of English language learning. This enables them to achieve the level in the International English Language Test System (IELTS) examinations that they need to move to the next level of education, training or employment. They too have access to high-quality careers guidance.
- The curriculum is greatly enhanced by trips and visits to places of interest. The college fully exploits the resources of the capital city. For example, students aiming for design-related careers shared a long list of museums and galleries they had visited as part of their wider studies. Other examples included visits to universities and recreational visits to places of interest, such as Shakespeare's Globe Theatre on the Southbank.
- Clubs and societies, including photography, theatre, debating, and sports and fitness, encourage students to be active and make friends with students from different backgrounds and cultures. The college makes good use of the local sports centres so that students have wider opportunities for physical activity.
- The college respects students' different cultures while at the same time introducing them to British culture and fundamental British values. Discussions and debates, as well as involvement in the decision making in the college, help students to understand principles of democracy, tolerance and the rule of law. These values are very clearly seen in the day-to-day life of the college.
- College leaders take staff training and development seriously and see it as an important aspect of improving the college. Staff have access to a good range of training which includes work on developing teaching and learning as well as promoting fundamental British values. They have had training on how to protect students from exploitation and extremism.
- The college has a systematic programme of monitoring the quality of teaching. Senior

staff are currently working on improving the checks made on students' progress to ensure that targets are ambitious enough to challenge all students. For example, information obtained from the tracking of students' progress on different courses is not yet being used effectively enough to identify trends in performance of individuals or groups.

Governance

- Two senior leaders from the group to which Kings London belongs act as the governors. Their extensive knowledge and experience enables them to make a highly effective contribution to the success of the college. They visit regularly to observe the college at work and to talk both to students and to staff. They regularly receive detailed information about the quality of teaching and students' progress. They are rigorous in holding leaders to account but do this in a constructive and supportive way which promotes a genuine partnership. The governors ensure that the college meets all the requirements of the independent school standards, including those for safeguarding and performance management.

Safeguarding

- The arrangements for safeguarding are effective. The college's safeguarding policy is made available to parents and carers on its website. Leaders make sure that it meets the current government requirements for safeguarding. Systems for recruiting staff are robust and records are kept meticulously. This ensures that all the required checks are made on staff prior to their appointment.
- All staff undertake safeguarding training and have regular updates during the year so that they know what to do if they have any concerns. Staff directly responsible for safeguarding receive up-to-date training at a higher level. The tutorial system and the work of the welfare staff mean that any welfare issues are likely to be picked up quickly. Swift action is taken to address any issues that arise. Parents are kept fully informed if concerns are raised.

Quality of teaching, learning and assessment

Good

- Teachers get to know their students quickly. They plan activities using carefully chosen topics which will engage students and enable them to make good progress. For example, in an economics lesson, when discussing inflation, and in a law lesson, when students were being introduced to contract law, the examples used were ones to which students could immediately relate. The discussions contributed to highly effective learning.
- Teachers have excellent subject knowledge and clearly understand the requirements of the courses they are teaching. This gives students confidence and helps them to gain new knowledge and skills well. Skilful use of interactive whiteboards and video clips provide effective visual materials to support students' language development. Students support each other well in lessons and in many classes they were working effectively in pairs to develop their understanding.
- Teachers are able to capitalise on the students' strong work ethic. Students are well motivated and prepared to work hard. Effective questioning helps teachers to judge how much progress students are making. Very occasionally, however, teachers do not probe

students' understanding enough and do not encourage all students to participate fully.

- In all subjects, not just those which are designated as EFL lessons, teachers focus sharply on developing students' English language understanding and skills. Teachers model correct use of English and correct pronunciation. Students are encouraged to discuss questions and are expected to use both technical and everyday vocabulary accurately.
- Teachers use information from students' work to help them track progress and plan the next steps. The lack of secure baseline information, however, makes it more difficult to check that the work is challenging enough for the most able students.
- In the specialist EFL classes, carefully planned and interesting activities help students extend and deepen their understanding of spoken and written English. This was evident in a lesson on the use of the passive voice, where most students made good progress in a relatively short time.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Excellent relationships at all levels and a high degree of trust make the college a stimulating and pleasant place for everyone to work.
- Students settle very quickly into college and are supported by a highly effective induction programme which gives them very clear guidance on college procedures and expectations. Host families are well briefed and this helps students to feel secure.
- Students were very positive about the quality of support they receive for their university applications. The advice and guidance undoubtedly helps them to choose the best courses and universities for their future. The preparation for the next stage of their education or employment is excellent.
- Students appreciate the range of opportunities the college provides. They take part enthusiastically in a wide range of clubs and activities. These also provide opportunities for students on academic and EFL courses to meet and get to know each other. Students are consulted on matters of college policy and have the chance to put their views forward. They could point to occasions when they had influenced decisions, for example over lunchtime arrangements.
- Students are very complimentary about the welfare arrangements in the college. They know what to do if they have any concerns. They say they feel safe. They understand e-safety and how to keep themselves safe on social media. They receive regular training in how to identify potential issues, for example 'fake news', and are aware of risks of radicalisation and extremism.
- Opportunities to promote spiritual, moral, social and cultural development are carefully planned across all areas of college life. The personal, social and health education course strongly promotes students' all-round development. Promotion of British values is strong but the college also fosters respect for, and understanding of, other cultures and traditions.

Behaviour

- The behaviour of students is outstanding. Students are mature, confident and self-assured young adults who have excellent attitudes to their studies. Their self-discipline and attitudes have a very positive impact on their progress and achievement.
- Students' behaviour in lessons and around the college is exemplary and they show respect for staff and fellow students. Sanctions for poor behaviour rarely need to be invoked. There was no evidence of any bullying in the college.
- Attendance is good because students enjoy college and are keen to take advantage of all that it offers, both in relation to their courses and socially. Staff are also very aware of the potential links between absence and safeguarding risks. They strongly emphasise the importance of good attendance to students and quickly follow up any unexplained absences.

Outcomes for pupils

Good

- Students achieve well and results have improved since the previous inspection. In 2017, all students on A-level courses progressed to a suitable course at university. A-level results built on the improvement in 2016. In 2017, over half the grades achieved were at A* and A. This was well above the national average.
- Students taking the specialist EFL courses also do well. They achieve a level of proficiency in understanding, speaking, reading and writing English which enables them to move into higher education or progress further in employment. In 2017, all students achieved the IELTS level they needed to enable them to take up a place on their chosen university course.
- A small number of younger students take GCSE courses, alongside an appropriate EFL course, in a range of subjects, including mathematics, physics, chemistry, biology and humanities subjects. Though GCSE performance is more variable than A level, students make good progress overall and their results enable them to proceed to further study. They do particularly well in mathematics.
- Leaders and teachers use information from regular progress checks to help identify individual needs and they are starting to analyse the needs of different groups more effectively. Senior leaders are aware, however, that this needs to be developed further to ensure that individuals and groups of students make the best possible progress from their starting points.

School details

Unique reference number	138384
DfE registration number	305/6009
Inspection number	10020778

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

Type of school	Other independent school
School category	Independent boarding school
Age range of pupils	14 to 25
Gender of pupils	Mixed
Number of pupils on the school roll	241
Number of part-time pupils	0
Proprietor	Prime Education and Training
Chair	Nigel Pamplin
Principal	Simon Cleary
Annual fees (day pupils)	Academic £5,315–£27,975 EFL £352–£6,585
Telephone number	020 8650 5891
Website	www.kingseducation.com
Email address	london@kingseducation.com
Date of previous inspection	5–7 November 2013

Information about this school

- Kings London is part of a group of schools that offers international students English language tuition and preparation for university entrance in Great Britain and the United States of America. Since 2008, it has been owned and operated by Prime Education and Training. Kings London is in the London Borough of Bromley.
- Kings London specialises in preparing students to gain the academic qualifications needed for admission to universities in the United Kingdom. Courses for these students and for a very small number of GCSE students are provided in the main school building. The college

also provides a range of English language courses for international students. The EFL courses are taught in a second building close by. The EFL courses average from two to 24 weeks.

- The number of students on roll, their age range, level of academic attainment, and use of English as additional language, varies throughout the year because the number, type and length of courses on offer differs throughout the year.
- Students are almost equally divided between the two departments, academic and EFL. All students come from a wide range of countries around the world and the vast majority speak English as an additional language. No students have special educational needs and/or disabilities and none have an education, health and care plan or a statement of special educational needs. The college does not use any alternative provision. Almost all students live with local families or in accommodation managed by the college.
- The last inspection was in November 2013. Since then, there have been some significant changes. In 2015, the college was approved for registration as a boarding school. An inspection of the boarding facilities was undertaken in November 2017. An acting principal was in post at the time of the 2013 inspection. The current principal joined the college in September 2017.

Information about this inspection

- Inspectors observed lessons in both buildings used by the college. All observations were undertaken jointly with the principal or the directors of studies. The inspectors checked the school's compliance with the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.
- The inspectors looked at students' work, talked with them about their studies and life in Britain, and reviewed records of their progress. Inspectors met students from both sites who were taking a range of courses. Inspectors considered the school surveys of students' views of their courses. The Ofsted survey responses from four staff were considered. There were too few responses from parents to the online Ofsted questionnaire, Parent View, to be considered.
- The inspectors held discussions with a range of school staff, including the principal, directors of studies, course and subject leaders and directors, and members of the administrative and support teams. They also met two members of the Kings operations team who act as governors for all the Kings establishments in the UK.

Inspection team

Grace Marriott, lead inspector	Ofsted Inspector
Clementina Aina	Ofsted Inspector

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