KNIGHTSBRIDGE
SCHOOL

ISI Report 2023

Excellent in all categories

"Pupils exhibit extremely positive attitudes towards their learning and achievement"

"Pupils of all abilities achieve very high levels of knowledge, skill and understanding as a result of stimulating teaching"

"Pupils of all ages achieve high academic standards"

"Teaching skilfully engages pupils intellectually and emotionally so that they are often found eagerly discussing previous learning while moving between lessons"

"Pupils acquire and develop highly sophisticated study skills as they move through the school"

"Pupils relish every opportunity to work collaboratively with their peers for productions and sporting events"

"Pupils demonstrated that they are extremely tolerant and accepting of one another's differences"

"Equality of opportunity is promoted vigorously across the school and with very positive results"

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School's Details

School	Knightsbridge School			
DfE number	207/6316			
Address	Knightsbridge School 67 Pont Street London SW1X 0BD			
Telephone number	020 7590 9000			
Email address	office@knightsbridgeschool.com			
Headteacher	Ms Shona Colaço			
Chair of proprietors	Mr Aatif Hassan			
Proprietor	Dukes Education Ltd			
Age range	2 to 16			
Number of pupils on roll	**EYFS**	42	**Juniors**	249
	Seniors	86		
Inspection dates	3 to 5 May 2023			

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1. Background Information

About the school

1.1 Knightsbridge School is an independent co-educational day school. Founded in 2006 by the current principal, it is now owned by Dukes Education Ltd, whose directors and other advisers provide governance to the school. The school occupies two inter-connecting buildings in a residential area of Knightsbridge in London and accesses additional premises a short distance from the main school. The school also uses facilities at two nearby churches as well as local parks and sports venues. The school comprises three sections: early years, for children aged 2 to 5; the junior department for pupils aged 5 to 11; and the senior department for pupils aged 11 to 16.

What the school seeks to do

1.2 The school aims to create a stimulating, positive and caring environment, which inspires pupils to strive for excellence and achieve their full academic potential. The aim is that when pupils leave the school, they will have developed a life-long love of learning and independence. They will also acquire the values needed to tackle any challenges they encounter to be successful in their future lives.

About the pupils

1.3 Pupils are from a range of professional and business families who live within a 4-mile radius of the school. Data provided by the school indicate that the ability of the pupils in both the junior and senior schools is above average compared with those taking the same tests nationally. The school has identified 47 pupils as having special educational needs and/or disabilities (SEND), 40 of whom receive additional specialist help. There is one pupil with an education, health and care (EHC) plan. Of the 163 pupils for whom English is an additional language (EAL), 52 receive additional support. Data used by the school has identified 97 pupils as being the most able in the school's population, and the curriculum is modified for them. They include pupils who have particular talents in art, performing arts and sport.

2. Regulatory Compliance Inspection

Preface

The Independent Schools Inspectorate (ISI) is approved by the Secretary of State to inspect schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and report on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Additionally, inspections report on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. Inspections also comment on the progress made to meet any compliance action points set out in the school's most recent statutory inspection.

ISI inspections are also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY. The FOCUSED COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key standards have been inspected in detail. These are the standards on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety; arrangements to check the suitability of staff; the provision of information; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the standards and requirements can be found here:
www.legislation.gov.uk/uksi/2014/3283/contents/made

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Key findings

2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

2.2 The school's own framework for assessment confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).

2.3 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.

2.4 Pupils receive relationships education in the junior school and relationships and sex education in the senior school, except in so far as they are lawfully excused. The school has consulted parents and published a written statement of its policy which has regard to the relevant statutory guidance.

2.5 The standards relating to the quality of education [paragraphs 1–4] are met.

PART 2 – Spiritual, moral, social and cultural development of pupils

2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.

2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.

PART 3 – Welfare, health and safety of pupils

2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.

2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.

PART 4 – Suitability of staff, supply staff, and proprietors

2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.

2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.

PART 5 – Premises of and accommodation at schools

2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are

appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.

2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

2.14 A range of information is published, provided or made available to parents, inspectors and the Department for Education. This includes details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. It also includes particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.

2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.

2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the wellbeing of the pupils.

2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

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3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

The headline judgements apply one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Where necessary, National Curriculum nomenclature is used to refer to year groups in the school.

Key findings

3.1 The quality of the pupils' academic and other achievements is excellent.

- Pupils are highly successful in their activities beyond the classroom, particularly in their creative and performing arts.
- Pupils exhibit extremely positive attitudes towards their learning and achievement.
- Pupils make rapid progress, achieving excellent academic success.
- Pupils are excellent communicators; they listen attentively, speak articulately, write with high levels of competence, and read fluently.
- Pupils successfully deploy their well-honed digital skills in a range of subjects.

3.2 The quality of the pupils' personal development is excellent.

- Pupils display high levels of self-understanding, self-discipline and are well motivated.
- Pupils' behaviour is exemplary; they are kind, caring and courteous towards each other.
- Pupils develop excellent collaborative and social skills.
- Pupils respond positively to the cultural diversity within the school and have a mature understanding of the benefits of working with those from different backgrounds and faiths.
- Pupils have a strong understanding of how to keep heathy and to stay safe, including when online.

Recommendation

3.3 The school is advised to make the following improvements.

- Disseminate the excellent creativity and imaginative teaching that is evident in the very best lessons so that pupils' engagement is consistent across every subject.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is excellent.

3.5 Pupils of all ages achieve high academic standards, and the school meets its aim of promoting a tradition of academic excellence. Children in the EYFS make rapid progress and achieve extremely well. By the time they leave at the end of Years 6 and 8, all pupils are successful in gaining places at senior schools with competitive entry requirements. They are well prepared to meet the requirements with many achieving scholarships each year. The school's own assessment, through standardised data,

indicates that the achievement of pupils of all abilities is excellent with most attaining levels well beyond others of similar ability nationally. Pupils with SEND and EAL achieve very well because of effective and timely support and meticulous practice and preparation in study skills and examination techniques. Across the school the most able make rapid progress because teaching approaches usually challenge their thinking and raise their aspirations. Most parents who responded to the inspection pre-inspection questionnaire agreed that the school enables their children to make progress.

3.6 Pupils' achievement beyond the classroom is excellent. They perform especially well in art, drama, music and sport. Pupils' non-academic achievement results largely from the self-esteem and experience they gain in a very wide range of clubs. Around 80 clubs take place each week, ranging from dance to debating and phonics to parkour. Just under three-quarters of all pupils take part in at least one extra-curricular club each week, all of which make a significant contribution to their learning. Half of all pupils receive an individual weekly music lesson. As a result, they gain a great deal of confidence that enables them to succeed at the highest levels in external music examinations. Pupils enjoy considerable success in speech and drama examinations, with a third of candidates achieving distinction levels. Experience of taking part in school productions such as *Annie* and *A Midsummer Night's Dream* helps pupils to develop self-discipline. The school promotes a strong sporting ethos with around 100 fixtures every year. Several pupils have represented the school at international levels in sports, for example in karate, skiing and table tennis. Pupils have also achieved national sporting success in cross country, fencing, karate, netball, skiing and table tennis. Leaders and governors have designed a stimulating curriculum that gives all pupils the chance to fulfil their potential. Those who have SEND and EAL are as keen to take advantage of the broad range of opportunities as their peers and their achievement is greatly enhanced as a result.

3.7 Pupils have extremely strong communication skills. They demonstrate excellent speaking and listening skills due to leaders' promotion of public performance. They successfully participate in public speaking events such as assemblies, and take on a variety of ambassador roles, being a voice for their peers. In the EYFS, children confidently read high level words that were on the Coronation menu, such as 'hot chocolate', 'latte', 'tea' and 'cake'. They accurately pronounce new and tricky words like 'juice' when introduced. Pupils develop excellent linguistic ability, demonstrating strong proficiency in French, Spanish and Latin. In mathematics, pupils demonstrated strong listening skills and focus when they explained clearly the process to work out the difference between two-and-three dimensional shapes. Pupils become fluent and expressive readers, supported by the consistent promotion of a love of reading. In English, older junior pupils were studying Roald Dahl's *The Big Friendly Giant*. Here they demonstrated fluent reading skills but also accurately used adjectives, metaphors, adverbs, similes, dialogue in their story writing. They also learned that by incorporating alliterative phrases such as *huge helicopter* and *furious frogs* helps to give their writing a more lyrical rhythm, which makes it more memorable.

3.8 Pupils' progress in developing understanding of numeracy is excellent. In their science workbooks, senior pupils demonstrated very effective use of their numeracy skills when calculating empirical formulae in chemistry. In the EYFS, children confidently assessed which of the King and Queen's crowns would be heaviest, by estimating their size and mass, and the importance of balance in ensuring that it remained in position. In mathematics, junior pupils successfully used their knowledge of number to calculate how many days in a week, different months and years. In discussion, senior pupils confidently and knowledgably discussed the 'golden ratio' in the context of musical composition. In this and other subjects, more able pupils extend their learning successfully through the provision of more demanding work and challenging resources.

3.9 Pupils are highly competent in their use and application of digital skills across the curriculum. Children in the EYFS confidently use electronic devices when entering school as a starter activity. Junior pupils skilfully used visual instruction blocks to animate an avatar character within a virtual dance party. Here they showed an impressive command of the technology by successfully navigating complex software. In sociology, senior pupils successfully used technology to communicate with their teacher and to share feedback on their work. In mathematics, pupils demonstrate strong digital skills using specialist software on their electronic devices.

3.10 Pupils of all abilities achieve very high levels of knowledge, skill and understanding as a result of stimulating teaching. For example, children in the EYFS confidently drew upon their previous learning about the Coronation. Here they accurately recalled the names of the royal family, the correct way to address them and where they lived. In physical education (PE), senior pupils demonstrated a high degree of physical skill when completing shot putt drills. Here they honed their technique by practising their grip, elbow position and stance. In French, older pupils demonstrated high standards of linguistic understanding when deciding the correct masculine or feminine endings for the names of different career jobs. Here pupils accurately recalled that words that use the articles *le* or *un,* are masculine, and words that use the articles *la* or *une,* are feminine. Pupils are highly successful in international language competitions, being awarded the top prizes in French and Latin. In the best teaching, pupils develop very high levels of independence in their learning. Pupils actively use their earlier learning and guidance to refine their work. In such lessons, teaching skilfully engages pupils intellectually and emotionally so that they are often found eagerly discussing previous learning while moving between lessons. This creativity and imagination which engenders such deep learning experiences has yet to penetrate fully into all subject areas. Also, in some subjects, pupils' learning and thought processes are restricted, due to an over reliance on pre-printed resources.

3.11 Pupils acquire and develop highly sophisticated study skills as they move through the school. Children in the EYFS confidently considered the correct letters and sounds of *oy* and *oi* they needed to pronounce the words toy and coin. In classics, junior pupils successfully analysed, evaluated and summarised the key leadership traits portrayed in Homer's *Odyssey*. Pupils' ability to analyse, hypothesise and synthesise continues to develop well during their time in the school. For example, in English, GCSE pupils analysed Dicken's *A Christmas Carol* and drew out the themes of poverty, welfare and family values, linked to the *Cratchits*; *Tiny Tim*; and the *Fezziwigs*.

3.12 Pupils' excellent attitudes to learning overall can be seen in classrooms and beyond. Children in the EYFS showed enthusiastic engagement when identifying shapes and letter sounds at the start of the school day. Pupils relish every opportunity to work collaboratively with their peers for productions and sporting events. These attitudes are encouraged by consistent staff attention to pupils' needs. In an art lesson on typography, junior pupils worked well independently as they produced their own font. Pupils understand and appreciate that lesson planning keeps their needs in mind, and they respond positively when challenging tasks are presented. For example, in a mathematics lesson on trigonometry, senior pupils' understanding benefited from the opportunity to take responsibility for their own learning and problem-solving by finding the missing length of a triangle. These learning traits are further boosted by the knowledge that the senior team and staff are always very interested in their success.

The quality of the pupils' personal development

3.13 The quality of the pupils' personal development is excellent.

3.14 Pupils' spiritual understanding is excellent. Many pupils enjoy the strong sense of fulfilment gained from performance, whether it be through drama or music. Pupils are able to explore and express their deeper emotions in the performing and creative arts. For example, younger junior pupils thoughtfully reflected what was in the mind of the artist Frank Bowling when creating their own art in the same style. Pupils appreciate the background music played in some lessons to help them to remain calm and relaxed and to inspire their writing. Pupils have regular quiet times during the school day where they are enabled to reflect usefully on their feelings and record them on the daily grateful board. In their descriptive writing lesson based on *The Tempest,* pupils confidently noted how Shakespeare effectively uses alliterative word painting such *frothy foam* to evoke the mood and feeling of the approaching storm. In discussion with inspectors, older pupils reflected thoughtfully on the teachings

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and viewpoints from Christian, Judaism and Muslim perspectives. Pupils' depth of reflection is as a result of teachers engaging pupils with penetrating questions, such as what actions are needed to take to protect wildlife and the natural environment.

3.15 Pupils' self-confidence, self-discipline, self-esteem, self-knowledge and resilience are excellent. This can be seen in the many opportunities afforded to them to develop their own initiative and autonomy. For example, pupils in the entrepreneur group developed strong levels of confidence and self-esteem when they learned how to set up their own business. They stated that through the product-design process they had found their passion, improved their time management skills and honed their business acumen. In discussion, pupils reported that they welcomed opportunities to coax them out of their comfort zone when rehearsing for the school's production of *Matilda*. Similarly, the school's eco representatives stated that they are making a real difference in improving the school's response and support for ecological and sustainable causes, such as recycling and reducing waste and litter. Pupils display a high level of understanding and ability to self-reflect on their work, sharing thoughts, working collaboratively to identify mistakes and ways of improving their work further.

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3.16 Pupils demonstrate a very mature understanding about making sensible decisions. In discussions, they were clear that the choices they make now about their learning, behaviour, friendships and effort could have a major influence on how well they do in the future. Opportunities for decision-making enable pupils across the school to develop their skills in oracy through, for example, taking on leadership and ambassador roles in which they initiate, organise and take a leading part in high-profile events. Children in EYFS make sensible decisions about their learning when they prepared their activities for their Coronation pageant. They confidently follow well-established classroom routines and methodically tidy away their learning resources. In discussion, senior pupils displayed a high level of understanding regarding making decisions about potential career options as a result of the excellent guidance they receive. Pupils shared a wide range of career aspirations: property business; politics/journalism; engineering; business/travel; acting/author; and zoology.

3.17 Pupils of all ages demonstrate an excellent understanding of how to keep safe and healthy. Children in the EYFS make healthy choices of different types of fruit to consume during their snack time. Senior and junior pupils who spoke to inspectors gave very sensible advice about road safety and how they keep themselves safe online. Almost all pupils who responded to the questionnaire asserted that they know how to stay safe online. They also know whom to go to if they are feeling unwell. Pupils know the importance of getting enough sleep, eating nutritious food, and exercising in order to maintain optimum fitness and manage anxiety. Pupils know how to support their mental health and older ones discuss their concerns in a confident and mature way. In the questionnaires, a few pupils and parents criticised school meals and snacks. Consideration of menus and of the food available in school, as well as discussion with a cross section of pupils, supported the view of the vast majority that the school supports healthy eating. Inspectors also noted that from their visits to the dining room, a wide variety of food choices, including international dishes, were available.

3.18 Pupils' behaviour is exemplary. They have an excellent understanding of right and wrong. Children in the EYFS come into school confidently, greeting their friends and taking turns of activities set out for them. They listen respectively to each other and their teacher, for example, when discussing their new shoes and complimenting each other. In discussion, pupils considered the implications of sending unpleasant messages to each other. They clearly understood that if a message was unkind, it should not be sent, either in school or outside. Pupils confidently challenge and uncover unkindness when they encounter it and are able to self-refer problems through a variety of channels. Pupils behave extremely well and understand the school's rules and sanctions because the behaviour policy clearly sets out the school's expectations. A small minority of pupils reported in questionnaires and in interviews that pupils are not always kind and respectful towards each other. Overall, this view was not echoed by the vast majority of pupils interviewed. Inspectors found that pupils had a very mature moral understanding and appreciation of what is expected of them. This is reflected in their highly positive behaviour and kindness towards others.

3.19 Pupils demonstrate a keen sense of social development, collaboration and contribution to others and the community. Throughout the school, caring for others is part of the ethos. Pupils work together effectively in solving problems to achieve shared goals. For example, junior pupils were learning about the purpose and roles of boroughs and councils. Here they worked collaboratively to role-play and workout a multi-pronged solution for repairing potholes in roads. In a co-curricular activity, pupils relished the opportunity to work alongside an external professional reporter. Here they successfully proofread and edited various articles for inclusion in the school's newspaper. Pupils have conducted litter picks and supported the work of homeless charity in the local community. Involvement in these activities helps pupils to develop empathy with others. Across the school young people take great pride in contributing to society by raising money for several charities based in the UK and overseas, that they choose. In discussion with inspectors, pupils were clear that the school's family ethos encourages a strong sense of belonging and provides pupils with many opportunities to work with and learn from each other. Across the school older pupils enjoy taking on leadership roles, such as prefects and ambassadors. They also play a significant role in helping the staff support younger pupils by acting

as reading buddies. These responsibilities enable them to make an excellent contribution to the life of the school.

3.20 Pupils develop an excellent understanding about other cultures and the diversity of societies in subjects across the curriculum. Pupils develop an outstanding awareness for their age of different cultures and religious customs, for example, by learning about and celebrating the festivals of Eid, Chinese New Year and Harvest. During group discussions with inspectors about what pupils termed the nine characteristics that make us special, pupils demonstrated that they are extremely tolerant and accepting of each other's differences. In a life skills lesson, junior pupils were considering how the institution of marriage is shaped by society. Here pupils maturely discussed the similarities and differences between marriage and civil partnerships. Using their electronic devices, they discovered that there are relatively few differences between marriages and civil partnerships. For example, they share the same property rights, pension benefits and the ability to obtain parental responsibility for a partner's child. However, they noted a few small differences in inheritance arrangements between the two types of union. Pupils display a mature appreciation of British culture by gaining knowledge about the historical development of literature, music and creative arts. Pupils are respectful of diversity within the community and are prepared to have open discussions about religion, ethnicity, gender and disability. This is because leaders and governors have focused tightly on ensuring that equality of opportunity is promoted vigorously across the school and with very positive results.

4. Inspection Evidence

4.1 The inspectors observed lessons, had discussions with pupils and examined samples of pupils' work. They held discussions with members of staff and with the safeguarding governor, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the learning support and educational resource areas. Inspectors considered the responses of parents, staff and pupils to pre-inspection questionnaires. The inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mr David Scott	Reporting inspector
Mr Edward Falshaw	Compliance team inspector (Deputy head, HMC school)
Mr Neil Chippington	Team inspector (Head, IAPs school)
Mr Will Newman	Team inspector (headmaster, IAPs school)
Mrs Allison Skipper	Team inspector (Head of pre-prep and Nursery, IAPs school)

Notes

Notes

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Notes

“Pupils display a high level of understanding and ability to reflect on their work, sharing thoughts and working collaboratively”

“Pupils demonstrate a keen sense of social development, collaboration and contribution to others and the community”

“Pupils have a very mature moral understanding and appreciation of what is expected of them. This is reflected in their highly positive behaviour and kindness towards others”

“Senior pupils displayed a high level of understanding regarding making decisions about potential careers options as a result of the excellent guidance they receive”

“Pupils’ self confidence, self-discipline, self-esteem, self-knowledge and resilience are excellent. This can be seen in the many opportunities afforded to them to develop their own initiative and autonomy”

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“Pupils’ behaviour is exemplary; they are kind, caring and courteous towards one another”

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