



ISI

Independent
Schools
Inspectorate

Focused Compliance and Educational Quality Inspection Report

Radnor House Sevenoaks

April 2022

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School's Details

School	Radnor House Sevenoaks			
DfE number	886/6018			
Address	Radnor House Sevenoaks Combe Bank Drive Sevenoaks Kent TN14 6AE			
Telephone number	01959 563720			
Email address	enquiries@radnor-sevenoaks.org			
Head	Mr Fraser Halliwell			
Proprietor	Radnor House Sevenoaks (Holdings) Ltd			
Age range	2 to 18			
Number of pupils on roll	508			
	EYFS	49	Juniors	140
	Seniors	288	Sixth Form	31
Inspection dates	26 to 29 April 2022			

1. Background Information

About the school

- 1.1 Radnor House Sevenoaks is an independent co-educational day school. It is overseen by the directors of Radnor House Sevenoaks (Holdings) Ltd, who are supported by an advisory board. The school comprises four sections: nursery and pre-prep, for pupils aged 2 to 7 years; prep school, for pupils aged 7 to 11 years; senior school, for pupils aged 11 to 16 years; and sixth form, for pupils aged 16 to 18 years.
- 1.2 The inspection took into account the circumstances faced by schools during the COVID-19 pandemic and the restrictions imposed by government guidance at various points of the pandemic.

What the school seeks to do

- 1.3 The school's purpose is to prepare pupils for life by providing them with a strong academic foundation, essential skills and attributes, and a moral compass to guide their choices. The school intends that all pupils can make outstanding achievements by being effectively taught, motivated and inspired by their school environment in order to become active and responsible young adults equipped to thrive in the world of tomorrow. This vision is underpinned by four key values which are central to school life: excellence, respect, courage and perseverance.

About the pupils

- 1.4 Most pupils live within a 15-mile radius of the school. The school's own assessment data indicate that the ability of pupils upon entry is broadly average compared to those taking the same tests nationally. The school has identified 144 pupils with special educational needs and/or disabilities (SEND), 48 of whom receive additional support. No pupil has an education, health and care (EHC) plan. English is an additional language (EAL) for 19 pupils, of whom two pupils require additional support for their English. Where pupils are identified as being more able, the curriculum is modified for them.

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. Inspections of schools with early years settings not requiring registration also report whether the school complies with key provisions of the Early Years Foundation Stage (EYFS) statutory framework, and for registered settings the full range of the Early Years Foundation Stage provisions is considered. 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: [The Education \(Independent School Standards\) Regulations 2014](#), [Early Years Foundation Stage Statutory Framework](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014, and relevant requirements of the statutory framework for the Early Years Foundation Stage, and associated requirements, and no further action is required as a result of this inspection.**

PART 1 – Quality of education provided

- 2.2 In the prep school, 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 At GCSE in the years 2019 and 2021, performance has confirmed that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.4 Pupils take A-level examinations in their final year at the school. The small numbers involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress in the context of Part 1 paragraph 3(a).
- 2.5 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.
- 2.6 Pupils receive relationships education in the prep 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.
- 2.7 The standards relating to the quality of education [paragraphs 1–4] are met.**

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

- 2.8 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.9 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.10 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.
- 2.11 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

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

2.13 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

2.14 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.

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

PART 6 – Provision of information

2.16 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.

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

PART 7 – Manner in which complaints are handled

2.18 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.

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

PART 8 – Quality of leadership in and management of schools

2.20 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 well-being of the pupils.

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

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 good.

- Pupils demonstrate good levels of academic achievement as a result of high expectations and a nurturing pastoral care system.
- Pupils display excellent communication skills.
- Pupils' numeracy skills are well-developed and are often above age-related expectations.
- By the time pupils reach the senior school, they use information and communication technology (ICT) fluently as an everyday learning tool.
- Pupils' higher-order thinking skills, such as the ability to analyse, evaluate and synthesise beyond the learning of facts, is limited.

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

- The development of pupils' self-knowledge and confidence is strong.
- Pupils' behaviour is good. Most pupils show respect towards others in the school community.
- Pupils throughout the school collaborate well together regardless of age and ability.
- Pupils' skills, knowledge and understanding in the arts and sport, and areas such as equality, diversity and inclusion, are less well-developed than in their academic subjects.
- Pupils understand how to stay safe online, appreciate the need for exercise and a balanced diet, and the importance of good mental health.

Recommendations

3.3 The school should make the following improvements:

- Strengthen pupils' range of higher-order thinking skills.
- Further enhance pupils' holistic, aesthetic, spiritual and cultural awareness.
- Ensure the rewards and sanctions processes embed the values of the school amongst the pupils.

The quality of the pupils' academic and other achievements

- 3.4 The quality of the pupils' academic and other achievements is good.
- 3.5 Pupils demonstrate good levels of academic and extra-curricular achievement as a result of high expectations and a nurturing pastoral care system. The undoubted commitment of senior leaders, and the well-planned support provided by teachers, ensures all pupils, including those with SEND and those who are most able, attain good results in externally standardised tests and public examinations. Pupils' grades at GCSE are consistently well above national average. Pupils take A-level examinations in their final year at the school. The small number of results involved prevent reliable comparison with national averages, but inspection evidence confirms that teaching enables pupils to make good progress. Most pupils gain entry to their first-choice universities to study a wide range of subjects. Pupils make good progress over their time in the school, in line with the school's aims. The meticulous and highly detailed tracking, monitoring and intervention systems contribute to significant value being added to pupils' progress and academic outcomes. Those with SEND achieve similar levels of progress as their peers, benefitting from the knowledgeable and sensitive support provided by the school. The overwhelming majority of parents who responded to the pre-inspection questionnaire agreed that teaching, including any online provision, enables their child to make progress. Most pupils who responded to the questionnaire feel their teachers are supportive, indeed, many citing additional support being offered at breaks and lunchtimes.
- 3.6 Pupils' knowledge, skills and understanding across different areas of learning are well-developed and often excellent in the prep school. Pupils are enthusiastic about acquiring new knowledge and are generally skilled in their application of techniques and methods. For example, EYFS children were asked to select their own resources to build models of castles, and Year 4 pupils were able to give detailed explanations as to how a map differs from a model. Year 8 pupils demonstrated their understanding of onomatopoeia using a variety of narrative ingredients to make their stories more descriptive. Pupils draw upon previous learning and can, when given opportunities to do so, demonstrate success in applying this to problem-solving exercises. Comprehensive curriculum planning by senior leaders and curriculum coordinators ensures pupils develop an appropriate range of skills across the academic curriculum. Pupils' involvement in, and appreciation of, the broader curriculum, including the arts and sport, are less well developed. Some pupils felt the school was only interested in their academic success rather than the wider appreciation of their skills, talents and achievements. Most parents who responded to the questionnaire agreed that the school provides a suitable range of extra-curricular activities.
- 3.7 Pupils display excellent communication skills. The majority listen attentively to each other and their teachers. In a Year 11 English lesson, pupils listened thoughtfully to others making insightful comments on the poem *Kamikaze*. They were able to successfully identify and explain enjambment and what it symbolises within the poem. Pupils articulate their explanations well, as seen when younger pupils made decisions on the best verbs to use to improve sentences or when explaining their choice of materials to create a map in an outdoor lesson. Pupils speak clearly and confidently when addressing their class. Reception children demonstrated excellent speaking skills with great confidence when addressing a large audience in an assembly. Pupils' communication skills benefit from the many opportunities which are provided for all pupils to develop confidence in speaking publicly, including specific oracy lessons. Pupils' written work is generally well-presented, detailed and imaginative. As a result of the clearly structured English curriculum and effective feedback, pupils are increasingly aware of how to improve the quality of their writing. The reading skills of prep school pupils benefit from book challenges and a book club where teachers and pupils recommend which books to read next. Pupils who spoke to the inspectors said that these 'make you want to read more and more'. Success for the most avid readers was enjoyed when they won a regional readers' competition and performed well in the national leg.
- 3.8 Pupils' numeracy skills are well-developed and are often above age-related expectations. Pupils demonstrate a passion for mathematical thinking and engage enthusiastically in its application. This

enthusiasm is evident at all stages and pupils are keen to share how they use their numeracy skills across the curriculum. For example, the youngest children take every opportunity to include counting in their activities. Sixth-form pupils calculated supply and demand curves in an economics lesson and used coding to test algorithms in designing an application form during a computer science lesson.

- 3.9 Prep school pupils enjoy learning coding in ICT lessons and at additional clubs. They develop their skills through computing projects, designing book covers and creating presentations, for example, on apartheid. Pupils often use tablets in humanities lessons to research topics, and in English, pupils use ICT collaboratively to write stories. By the time the pupils reach the senior school, they use ICT fluently as an everyday learning tool. They seamlessly switch to using their personal devices as a resource as and when they feel it is appropriate, and they can access homework and resources online.
- 3.10 Most pupils demonstrate a good level of focus, self-discipline and basic study skills in lessons. However, there are a few who lack focus, especially during whole class thinking time. Pupils respond well in lessons where the atmosphere is supportive, and where teachers are approachable and encourage pupils to ask questions. As a result of effective use of available resources, pupils are able to demonstrate excellent initiative. For example, EYFS children choose their own activities in groups. Pupils independently decide on their own level of work in some subjects, such as which task to tackle in algebra. The development of pupils' higher-order thinking skills, such as analysis, evaluation and synthesis, is limited. However, when encouraged, such as during an in-depth analysis of King Lear, and a discussion of the complexities of global development in sixth-form lessons, pupils clearly enjoy this type of challenge and respond effectively.
- 3.11 Pupils are encouraged to expand their interests outside the classroom. Whilst they have the opportunity to attend an extensive range of clubs, during and after the school day, limited participation means the impact on pupils' development is not yet fully maximised, something the school is working hard to develop. Pupils were observed clearly enjoying their varied experiences in gymnastics, art club and eco club. Individual pupils succeed in a range of challenging activities beyond the school gates, for example recognition in a national art competition. Individuals' successes in a range of regional and national sports include basketball, judo, football, hockey, cricket and triathlon. In the arts, a number of pupils celebrate success in national music and drama examinations and competitions and receive awards for drawing, photography and design. Most pupils take part in school sports teams focusing on hockey, football, cricket and swimming, amongst a range of other games, and the top teams have some success in regular fixtures against local schools.
- 3.12 Pupils' attitudes to learning are varied. Excellent attitudes are present periodically in all year groups, but not maintained consistently. At their best, pupils work collaboratively, effectively and take increasing responsibility for their learning. For example, Year 6 pupils showed good independent skills when accessing science activities relating to inheritance; Year 8 pupils enthusiastically asked questions to deepen their understanding of how to find the area of a prism, and Year 11 pupils worked productively and successfully in pairs during a chemistry practical. Younger children concentrate very well in lessons, showing consideration for others in discussions, and great respect for their teachers. This positivity is generally seen further up the school but is less consistently embedded. By the sixth form, this is again a strength.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils' development of their self-knowledge and confidence is strong. Pupils are generally purposeful and effective in managing their own learning and performance. They accept that failure is a positive aspect of learning and in doing so, develop a keen sense of self-awareness and resilience. Prep pupils explained to inspectors that, 'Everyone makes mistakes, so it's important to learn from this'. Older pupils said that they feel the school encourages them which leads to their increased confidence in trying new things. They feel this increases their overall confidence and self-esteem. Pupils also said

that they feel that the school encourages them to be who they are; however, some older pupils feel that their desire to fully express their individuality is not always heard or supported by the school.

- 3.15 Where pupils are given opportunities to make decisions in their learning, they respond positively. Pupils said that they appreciate that such opportunities contribute to them being motivated and effective learners. For example, pupils in Year 6 were able to make their own decisions about which river to research and in the senior school the pupils decided on a project for their science fair. Year 2 pupils were able to make decisions about where to find bugs and discussed the equipment they might need to capture them. As a result of the well-designed classrooms, teachers' expertise, and small class sizes, pupils feel safe and are supported to make these decisions. Pupils are supported in making important decisions about the next stages of their lives. Prep school pupils choose which clubs to attend, and they are encouraged to understand the processes involved if changes are subsequently made. Workshops with senior staff, opportunities to meet future tutors, interviews, network evenings and taster days further support their preparation for making important life decisions. As part of the pastoral care system, focus cards and reflections enable pupils to understand the impact of their actions and to support them to make better choices in the future.
- 3.16 Pupils develop a good level of spiritual awareness. This can be partly attributed to the time they spend on outdoor learning in the extensive rural site of the school. Pupils explained that the use of the outdoor areas gives them time to think and be calm. The youngest children explained that buying their parents some flowers made them feel very happy. Prep school pupils displayed a sense of awe and wonder when finding and examining bugs and had a good appreciation of the life processes a butterfly goes through. Year 11 pupils produced an excellent display to show the magnitude of the Holocaust which enabled them to effectively express their own personal feelings. Senior school pupils and staff were clearly moved in an online assembly recognising the tragic loss of a famous footballer's child. In discussions with older pupils however, they had little understanding of the term spiritual, nor did they overtly value opportunities to reflect upon the non-material aspects of life.
- 3.17 Behaviour within the school is good and most pupils show respect towards others in the school community. Care for others is embedded from the start and children in the EYFS were seen asking politely for resources and saying thank you. They understand the need to be considerate to one another, taking turns and treating each other well. Whilst at play in the prep school, pupils showed good awareness of school rules and the importance of positive behaviour, with a particular emphasis on being kind to one another and seeking adult help if there were problems. In developing their moral compasses, Year 9 pupils discussed the consequences of individuals owning multi-national companies, and sixth-form pupils debated the issues around appropriation and plagiarism in art. Pupils in the senior school are mainly well-behaved and respectful, and whilst they accept responsibility for their own behaviour, they do not all value the systems of rewards and sanctions. The overwhelming majority of parents who responded to the questionnaire agreed that the school actively promotes good behaviour and that their children learn in a safe environment. A small minority of pupils did not agree with the statement that pupils are kind and respect each other.
- 3.18 The youngest children show an excellent level of social collaboration and respect for each other. Year 6 prefects are eager to support and help EYFS children at break and read to them on a weekly basis. Pupils throughout the school work well together regardless of age and ability. They form productive relationships towards common goals. Pupils were observed working effectively in teams in a variety of activities, including creating maps of the school in an outdoor classroom, bug hunting in the forest and planting trees within the school grounds. Pupils take turns as a matter of course and relish opportunities to congratulate each other. Year 6 pupils worked collaboratively to find equivalent fractions, decimals and percentages. Prep school prefects demonstrate team skills through supporting younger children at playtimes and with their reading. Year 12 pupils demonstrated patience and collaboration when helping prep school pupils at break time. Most parents who responded to the questionnaire, feel that the school equips their children with the team working, collaborative and research skills they need in later life.

- 3.19 Pupils' contribution to others, the school and wider community is good. They are aware of the need to be role models. The prefect system enables them to make a positive impact on the lives of younger pupils. Pupils are keen to contribute to the school community, through taking part in the sports fixtures, drama and musical events, and organising activities for younger children at breaktimes. Year 13 pupils spoke eloquently about the opportunities they have to take part in charitable projects such as supporting Radnor Schools in Africa, and volunteering to do community service at a care home, riding for the disabled, and a local wildlife trust. Senior pupils demonstrate excellent skills when supporting and leading prep school children in outdoor learning. All sixth-form pupils volunteer to be part of the community service programme. Membership of the school and eco councils, and support for the house and school charities, is valued by many pupils. Some pupils expressed a desire for more opportunities to get involved with charity activities throughout the year.
- 3.20 Pupils show respect for each other, their own cultures and those of others. Their cultural awareness is developed through the curriculum and pupils celebrate festivals from the six major world faiths throughout the year in assemblies. Some pupils share experiences from their faiths with other members of the school community. For example, Reception pupils enjoyed a visit from a Year 1 pupil who told them about Diwali, Year 5 pupils shared writing in Mandarin, and Year 6 pupils spoke about their Buddhist faith. Pupils demonstrate a good level of sensitivity and tolerance. This was seen in a discussion with junior school pupils who said that all pupils are well-supported when they enter the school so that they settle quickly. Pupils spoke about being initially worried about being perceived as different but that they feel happy and that they are accepted at the school. The personal, social, health and economic education (PSHE) programme, alongside assemblies and acknowledgement of national awareness days, supports pupils' development of good levels of tolerance and understanding through, for example, black history month, LGBTQI+ awareness week, HIV Aids, diabetes, and autism awareness events. Pupils are accepting of trans, gender-fluid and non-binary pupils, for example through their mature approach to the newly created unisex toilets. The overwhelming majority of parents who responded to the questionnaire feel that the school actively promotes values of democracy, respect and tolerance of other people.
- 3.21 Pupils understand about staying safe online and know who to turn to if they are concerned. Year 2 pupils spoke confidently about how they keep safe online at home, including monitoring the amount of screen time. Older pupils spoke positively about the role that PSHE and assemblies play in raising their awareness of online safety. Pupils understand the importance of being physically healthy and some value the opportunities they have in school and beyond to participate in team and individual sports and activities. They appreciate the value of healthy eating and use the school council as the means to bring about changes to menus and other aspects of school life to enable them to be healthy and safe. Pupils are aware of the benefits of positive mental health. Discussion is encouraged from an early age, sometimes using classroom worry boxes to start conversations with adults. Pupils spoke positively about the Children's Mental Health Awareness Week and the use of external speakers. Their open dialogue with tutors and heads of year further raises their appreciation of the importance of good mental health.

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 a group of directors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form meetings and assemblies. Inspectors visited the facilities for the youngest pupils, together with 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 Alexander Mitchell	Reporting inspector
Mrs Jane Crouch	Compliance team inspector (Head, GSA school)
Mrs Ros Ford	Team inspector (Former head of pre-prep, IAPS school)
Mrs Jane Huntington	Team inspector (Former head, ISA school)
Mr William Norton	Team inspector (Head of Department, HMC school)
Miss Penelope Woodcock	Team inspector (Head, IAPS school)