

# Inspection of Radnor House Prep School

41 Kew Foot Road, Richmond TW9 2SS

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Inspection dates: 14 to 16 May 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Outstanding**

Leadership and management **Outstanding**

Does the school meet the independent school standards? **Yes**

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

Pupils at Radnor House are happy and kept safe. They understand that adults are there to help them should they need it. The school values of respect, resilience and reflection are interwoven through all aspects of school life. There is a happy, inclusive and nurturing culture that ensures pupils are kind to each other and work and interact positively.

The curriculum is broad and ambitious and matches what is expected nationally. It is well designed and typically helps all pupils, including those with special educational needs and/or disabilities (SEND), to deepen their knowledge and understanding. Pupils are enthusiastic, independent and resilient learners. They work hard and produce work of good quality, meaning they are well prepared for the next stage of their education.

Pupils know they are listened to and appreciate the opportunities to contribute to decisions about the school. Because of this, they demonstrate both maturity and commitment to school life. Pupils readily take on the wide range of responsibilities available, including roles as school councillors, eco-warriors and house captains. Elections for these roles provide pupils with an understanding of democracy and prepare them well for life in modern Britain.

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

Leaders, including those responsible for governance, have created a culture of high ambition that puts pupils' learning at the centre of everything they do. Oversight of the curriculum is robust. There has been continuous review since the school opened, ensuring that the curriculum is well designed and consistently implemented. Where necessary, appropriate adaptations have been made. Leaders' work is continuing at pace. However, aspects of the curriculum are not fully embedded or reflected in what some pupils know and remember.

Pupils' early reading has been prioritised. Opportunities to practise are maximised using books that are carefully matched to the sounds pupils know. Staff are well trained and deliver the school's chosen phonics programme with precision. Pupils at risk of falling behind are swiftly identified and helped to catch up. This means all pupils, including those with SEND, learn to read with increasing fluency and accuracy.

Leaders have identified the knowledge, skills and vocabulary that pupils need to know, in each subject, from Year 1 through to Year 6. Careful thought has been given to how the curriculum is sequenced, to help pupils learn and remember more over time. For example, in mathematics, pupils learn to calculate, measure and produce increasingly complex graphs. Similarly, in science, pupils learn about simple and more advanced electrical circuits as well as classifying animals and recognising their different habitats. Pupils build on and apply this knowledge through the science, technology, engineering, art and mathematics (STEAM) curriculum when completing focused projects, such as making a lighthouse or a bird feeder. Through this curriculum, pupils learn to use a variety of

woodwork tools as well as laser cutters and computer design packages to complete their projects. Pupils' work is of a very high standard, and learning, in this aspect of the curriculum, is particularly strong. Other areas of the curriculum are at an earlier stage of implementation. In these instances, pupils do not develop as deep a knowledge and understanding and make more limited connections between what they learn. Leaders are fully aware of this and have appropriate plans in place to further refine these aspects of the curriculum.

Assessment is used well. All pupils are new to the school this year. Staff have rightly taken time to identify their prior knowledge, and any misconceptions they have in different subjects. The curriculum has been meaningfully adapted to address any gaps in pupils' knowledge. Pupils with SEND are accurately identified and well supported. Leaders work closely with families and external agencies to secure specialist support where it is needed. Staff are well trained to make appropriate adaptations and provide additional support so that these pupils can access the same ambitious curriculum as their peers.

Pupils behave well and generally demonstrate positive attitudes towards their education. Classrooms are typically calm and conducive to learning. Staff understand and apply the behaviour policy consistently when, for example, some pupils need to be reminded how to move around the school. Rigorous systems are in place to ensure pupils attend school regularly and on time. As a result, attendance is high.

Pupils' wider personal development is exceptional. For example, every class takes part in a termly visit that enriches the curriculum. A variety of additional activities are available each day, such as sports, science, STEAM and judo. The curriculum is carefully designed to help pupils learn about important topics to prepare them for their future lives. Pupils have regular opportunities to debate complex issues in their form time and through the podcasts that each year group records.

Staff are overwhelmingly positive about leaders' support for their workload and well-being. They value the opportunity to be part of a new and developing school and are fully committed to leaders' high expectations.

Since opening, leaders and the proprietorial board have secured a thorough and accurate understanding of the school's effectiveness. This has enabled them to recognise and build on the many strengths as well as identify the right priorities for further development. Leaders have ensured that all the independent school standards are met.

The school complies with schedule 10 of the Equalities Act 2010

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- In a few subjects, the newly designed curriculum is not fully embedded. In these instances, pupils have not secured as deep a knowledge and understanding and make more limited connections. The school should continue its work to ensure that the ambitious and well-designed curriculum is fully embedded.

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

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

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

## School details

<b>Unique reference number</b>	149692
<b>DfE registration number</b>	318/6011
<b>Local authority</b>	Richmond Upon Thames
<b>Inspection number</b>	10322622
<b>Type of school</b>	Other Independent School
<b>School category</b>	Independent school
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	120
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Duke's Education Group Ltd
<b>Chair</b>	Aatif Hassan
<b>Headteacher</b>	Stephanie Piper
<b>Annual fees (day pupils)</b>	£19,005
<b>Telephone number</b>	0203 869 5871
<b>Website</b>	<a href="http://prep.radnor-twickenham.org">prep.radnor-twickenham.org</a>
<b>Email address</b>	<a href="mailto:spiper@rhprep.com">spiper@rhprep.com</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Radnor House is a coeducational preparatory school for pupils aged 5 to 11. It opened in August 2023 and is part of the Duke's Education Group Ltd.
- The school is currently located in Richmond. There are plans for the school to move to the secondary site in Twickenham by September 2025.
- This was the school's first standard inspection.
- The school is registered for up to 230 pupils aged from 5 to 11. There are currently 120 pupils on roll. Thirty-four are registered as having special educational needs and/or disabilities (SEND).
- The school offers provision from 7.30am to 5.30pm. This includes daily breakfast and after-school clubs.
- The school currently makes no use of alternative provision.

## Information about this inspection

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

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first inspection the school received since it opened in August 2023. Inspectors discussed the impact of the COVID-19 pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, the deputy headteacher and members of staff. They also spoke with a representative of the proprietorial board.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, music, and personal, social and health education. For each deep dive, the inspectors met with subject leaders, discussed the curriculum, visited a sample of lessons, spoke with some pupils about their learning and looked at samples of their work.
- The inspectors also considered the curriculum in other subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

- The inspectors looked at a range of documents, including leaders' priorities for improvement.
- The views of pupils, parents and staff were gathered through discussions and their responses to Ofsted's online surveys.

### **Inspection team**

Samantha Ingram, lead inspector

His Majesty's Inspector

Georgina Herry

Ofsted Inspector

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