

Material change inspection report

7 September 2026

Brighton College Prep Kensington

10 – 13 Prince's Gardens

London

SW7 1ND

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

Inspection outcome

The school has submitted a material change request to increase its capacity by a further 150 pupils, providing a total capacity of 510, and to use new additional premises at 58 Prince's Gate, London SW7 2PN to provide further specialist teaching and social spaces for older pupils.

The school is likely to meet the relevant independent school Standards if the material change is implemented. It is recommended that the material change be approved.

Inspection findings

Part 3. Welfare, health and safety of pupils

ISSR paragraphs 7(a), 7(b), 11, 12, 14, 16

1. The school's safeguarding policy sets out robust arrangements to protect pupils, including children in the early years, from harm and to prioritise their wellbeing. The policy reflects current statutory guidance. The proprietorial body provides diligent oversight of safeguarding procedures. It uses an annual safeguarding review, external audits, school visits and overview of staff appointment checks to verify that measures are implemented effectively.
2. Leaders with responsibility for safeguarding are well trained to carry out their roles. They work closely with external agencies, including for pupils' health and welfare needs, and make prompt referrals to the local authority when incidents arise. This ensures appropriate and timely support for pupils and families when needed. A suitable record of low-level concerns relating to staff behaviour is maintained and monitored. Leaders use comprehensive systems to track pupils' internet use and restrict their access to inappropriate websites. An expanded safeguarding team enables sufficient suitably trained leaders to be also based at the proposed new additional premises, enhancing the effectiveness of leaders' oversight.
3. Leaders provide regular safeguarding training for staff, most recently on online safety and supporting pupils' mental health needs. A well-structured induction programme for new staff includes a familiarisation day, explanation of key policies and safe use of technology. Staff understand and follow the school's procedures for reporting concerns about staff behaviour. They are confident in identifying and responding to pupils' concerns.
4. Pupils learn how to stay safe online. They share any concerns through worry boxes and by speaking directly with staff. Pupils trust that staff will address any concerns raised. Leaders reflect carefully on safeguarding arrangements for pupils in light of the material change proposal. A house system offering small tutor groups for older pupils increases opportunities for pupils to share concerns with a wider range of trusted adults. Guided visits for older pupils to the proposed new additional premises ease their worries about a transition to unfamiliar facilities.
5. The health and safety policy and supporting procedures outline suitable measures to keep pupils, staff and visitors safe. Staff are well trained. The proprietor and leaders undertake close oversight of routine safety and maintenance checks to verify that arrangements are applied effectively. Leaders carry out thorough ongoing reviews of health and safety arrangements with regard to the proposed material change to enable pupils to participate in school activities safely across the breadth of the school's site.
6. Leaders have clear systems in place to reduce the risk of harm to pupils, staff and visitors in the event of a fire. The fire risk policy is implemented effectively. Leaders test fire-detection and

emergency equipment, keep evacuation routes clear and carry out regular fire evacuation practices. Recommendations from previous fire risk assessments are addressed quickly. Leaders use a fire risk assessment for the proposed new additional premises to prepare fire evacuation routes and plan appropriate fire safety measures. Staff receive regular fire safety training and understand their role in managing evacuations. Pupils are confident about how to evacuate safely in an emergency.

7. Leaders set out detailed fire safety arrangements which are likely to continue to be suitable for a larger pupil population. The recent creation of new corridors on specific upstairs floors improves pupils' ease of access to evacuation routes.
8. Pupils, including children in the early years, are appropriately supervised at different times of the school day, including during outdoor activities. A comprehensive review of staff duty rotas and staffing numbers enables proper levels of supervision to continue in the event of an increase in pupil numbers. Detailed arrangements outline supervision procedures for older pupils travelling between the different buildings, if use of the proposed new additional premises is approved.
9. There is a suitable risk assessment policy in place to consider areas of risk to pupils.
10. Leaders take effective action to reduce risks. They apply control measures to potential risk areas and monitor the efficiency of these through ongoing review. Detailed risk assessments include arrangements, for example, for educational visits, visiting speakers and specialist facilities such as science laboratories and art rooms. Pupils' individual medical and pastoral needs are addressed.
11. The proprietor and leaders consider additional risks associated with the proposed extension to the school's premises and its pupil population. Extra arrival and collection times, traffic calming measures, CCTV, card readers and prescribed walking routes promote pupils' overall safety and welfare.
12. The school is likely to continue to meet the Standards if the material change is implemented.

Part 4. Suitability of staff, supply staff, and proprietors

ISSR paragraphs 18, 19, 20, 21

13. Leaders ensure that all pre-employment checks are carried out in accordance with current statutory guidance. Safer recruitment arrangements are undertaken consistently for newly appointed adults in respect of the proposed increase in pupil numbers.
14. Leaders record dates of checks correctly on a single central record of appointments.
15. The school is likely to continue to meet the Standards if the material change is implemented.

Part 5. Premises of and accommodation at schools

ISSR paragraphs 23, 24, 25, 26, 27, 28, 29

16. The proposed use of new additional premises is designed to provide extra specialist teaching and social spaces for older pupils. Their use subsequently increases the areas available to pupils based at 10 – 13 Prince's Gardens. The combined premises provide spacious and well-appointed accommodation to meet the needs of the proposed increase to the number of pupils.
17. Suitable and sufficient toilet, showering and changing facilities, including some for the sole use of pupils, are available across the school's site.

18. Appropriate accommodation is provided to attend to pupils' medical needs promptly and safely. Increased recruitment of specialist staff and staff first aid training updates enable leaders to continue to provide suitable arrangements, including for the proposed extension to use of facilities.
19. The school's premises are well maintained. Leaders carry out routine and emergency maintenance tasks systematically and keep detailed records, including of daily checks, equipment and utilities. Staff report any maintenance concerns, and these are followed up promptly. These arrangements enable a secure and suitable environment for pupils.
20. Leaders provide well-considered acoustic conditions to support pupils' effective learning. There is appropriate lighting in each room and sufficient external lighting at entrances, exits and access routes so that pupils and adults can use the premises safely. Improvements to lighting in the proposed new building enhance conditions for pupils' learning. Leaders provide sufficient drinking water to meet the needs of the proposed increase in capacity.
21. Leaders provide pupils with a wide range of suitable outside locations to meet requirements for pupils' physical education and recreation.
22. The school is likely to continue to meet the Standards if the material change is implemented.

Part 6. Provision of information

ISSR paragraph 32(1)(c)

23. The school meets the requirements for providing information relating to safeguarding to parents. Its arrangements for safeguarding are published on the school's website.
24. The school is likely to continue to meet the Standards if the material change is implemented.

Part 8. Quality of leadership and management of schools

ISSR paragraph 34(1)(a), 34(1)(b) and 34(1)(c)

25. The proprietor ensures that leaders have the skills and knowledge to carry out their roles and responsibilities effectively so that the Standards that were previously unmet are met. They actively promote pupils' wellbeing and welfare needs and ensure that arrangements for the safeguarding of pupils, including children in the early years, are fulfilled.
26. Leaders work closely with the proprietor to undertake detailed preparation regarding the material change proposal. They carry out thorough and ongoing reviews of potential risk areas to cater for a larger pupil population and pupils' use of new additional premises. This includes purposeful collaboration with local authorities, consideration of pupils' wider learning, welfare, and health and safety needs and oversight of increased staffing levels. Appropriate mitigations are in place for any associated risks.
27. The school is likely to continue to meet the Standards if the material change is implemented.

School details

School	Brighton College Prep Kensington
Department for Education number	213/6390
Address	Brighton College Prep Kensington 10 – 13 Prince's Gardens London SW7 1ND
Phone number	020 7591 4622
Email address	info@brightoncollegeprepkensington.co.uk
Website	www.brightoncollegeprepkensington.co.uk
Proprietor	Cognita Schools Ltd
Chair	Mr Oliver Williams
Headteacher	Mrs Lois Gaffney
Age range	2 to 13
Number of pupils	348
Date of previous inspection	25 to 27 June 2024

Information about the school

28. Brighton College Prep Kensington is an independent co-educational day school in the Westminster area of London. The school is part of the Cognita Schools Group which appoints a team to provide oversight.
29. There are 87 children in the early years, taught in four Nursery classes and three Reception classes.
30. The school has identified 25 pupils as having special educational needs and/or disabilities. There are no pupils in the school who have an education, health and care plan.
31. The school has identified 154 pupils for whom English is an additional language.
32. The school states that its aims are to provide pupils with a forward-thinking curriculum which is rooted in a culture of kindness and respect. It encourages pupils to develop a love of learning, helping them to acquire skills and knowledge for the world beyond the classroom and understand how they can make a difference, locally and globally. The school seeks to develop well-educated, happy, kind and intellectually curious children who are well prepared for the next steps in their education.

Purpose of the material change

Inspectors carried out this inspection following an application made by the school to the Department for Education to make a material change to the school's provision. The purpose of the inspection is to advise the Secretary of State for Education about whether the school is likely to meet the Independent School Standards and Early Years Foundation Stage requirements if the material change is implemented.

Inspection details

Inspection dates

7 September 2026

33. Two reporting inspectors visited the school for one day.

34. Inspection activities included:

- scrutiny of a range of policies, documentation and records provided by the school and information available on the school's website
- a tour of the school site, including its existing premises and proposed new additional ones
- discussions with the chair of proprietors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant Standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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

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