

# School inspection report

28 to 30 April 2026

## **Kent College Pembury**

Old Church Road

Pembury

Tunbridge Wells

TN2 4AX

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'.

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## Summary of inspection findings

1. Trustees and local governors have an informed oversight of all areas of school life. They ensure that leaders fulfil their responsibilities in meeting the regulatory requirements, including those for boarders and in the early years setting. Leaders and governors undertake their responsibilities effectively, including those related to safeguarding and health and safety. There is a well-organised approach to strategic risk. The school's aims and ethos are well articulated through the example set by leaders and other adults.
2. The curriculum for children in the early years meets their needs so that they make good progress in their development. Leaders in the senior school provide a curriculum that includes suitable sixth-form vocational courses. Pupils' learning is enhanced by a variety of trips, co-curricular opportunities and, in the prep school, outdoor learning. Leaders offer specialised programmes for pupils who require more support with their learning or opportunities to develop individual talents.
3. Teachers have a secure subject knowledge. They plan lessons effectively so that pupils make good progress from their starting points. Teachers' explanations and assessment of pupils' work in some senior school science lessons are not sufficiently rigorous. As a result, pupils make less progress in science than in other subjects.
4. Pupils benefit from a well-considered programme of personal, social, health and economic education (PSHE). This is developed further by the content of chapel services and assemblies, which support pupils in building their confidence, self-esteem and spiritual awareness. Leaders provide varied activities for pupils to exercise and play sport. The PSHE curriculum informs pupils about healthy lifestyles.
5. The behaviour policy and anti-bullying strategy are understood by staff and pupils and are implemented effectively. Pupils adhere to the school's mobile phone-free policy. They are well behaved and bullying is rare. Leaders ensure that the school's buildings and grounds are well maintained. Those responsible ensure that risks to pupils are minimised through the detailed checks of health and safety and fire procedures.
6. Leaders help pupils prepare to take up their places in British society through the global citizenship course and the PSHE curriculum. These reinforce leaders' promotion of fundamental British values of individual liberty, tolerance of other faiths and respect for different characteristics. Pupils are encouraged to be empathetic and to recognise the value of service to others. They volunteer in the local community and in partnerships with other schools.
7. Boarding provision is effective and supports boarders to develop independence. Staff are well informed about boarders' individual needs. Accommodation and food are of good quality. Pupils are supportive of each other in the boarding house and appreciate the cultural diversity of those of different national and religious backgrounds.
8. Safeguarding arrangements are effective in promoting the wellbeing of pupils. Leaders are mindful of the particular risks to boarders and to children in the early years setting. Safeguarding leaders are supported by medical staff and by experts in mental health and teenage issues. Teachers communicate effectively with pastoral leaders to ensure that pupils at risk of harm are quickly identified, and appropriate action is taken. Safeguarding leaders liaise effectively with external agencies.

## The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are met.
- Standards relating to the quality of education, training and recreation are met.
- Standards relating to pupils' physical and mental health and emotional wellbeing are met.
- Standards relating to pupils' social and economic education and contribution to society are met.
- Standards relating to safeguarding are met.

## Recommended next steps

Leaders should:

- improve the quality of teaching in the sciences in order to improve pupils' attainment in those subjects.

## Section 1: Leadership and management, and governance

9. The trustees and the local governing body have relevant experience and skills to oversee the school's work effectively. Leaders have a wide range of expertise that they regularly update by attending external training and seeking specialist advice. They draw up suitable policies and procedures that align with current legislation and relevant guidance.
10. Leaders keep themselves informed about the success of the school's provision in promoting pupils' wellbeing through discussions with pupils and observing lessons. They monitor provision closely and analyse records to check that policies are understood by pupils and staff and are effectively implemented.
11. Trustees and governors check the information that leaders provide through regular visits and audits of the school's documentation. They spend time in boarding houses and hold meetings with staff, boarders and day pupils. As a result, they assure themselves of leaders' judgement that the school is meeting the Standards consistently, including the particular requirements of pupils in the early years and National Minimum Standards for boarding schools.
12. Governors have a comprehensive register that identifies risks to pupils' wellbeing. Leaders identify potential risks to pupils and record in detail the measures taken to manage and reduce each risk. The register is reviewed regularly and risk-reduction measures are evaluated to inform further improvements. The early years environment is checked daily to ensure it is safe for children. Staff are trained to identify and implement measures to mitigate risk in their own areas.
13. Leaders promote the school's aims effectively, as seen in the altruistic approach of pupils and their academic successes. Leaders review provision regularly to evaluate its success in promoting pupils' wellbeing. They identify trends in pupils' educational, social and emotional needs and implement new initiatives to enhance provision. Leaders have increased opportunities for pupils to receive professional advice and have trained staff formally in emotional literacy. Leaders have amended the curriculum to further pupils' preparedness to become 'global citizens'.
14. Leaders ensure that they are well informed about pupils' needs and ambitions. They work closely with pastoral and boarding staff so pupils' wellbeing may be supported effectively. Leaders make themselves accessible and visible to pupils, such as when meeting prep school pupils at the start and end of the school day. Student managers have non-teaching roles that allow them to be immediately available to pupils. As a result of this frequent, direct communication, pupils' concerns are swiftly identified and addressed.
15. Leaders' collaborative relationships with external agencies, including local authorities, children's services and the police, mean that additional wellbeing support is accessed when needed. The school reports to the appropriate local authority any pupils who join or leave the school at non-standard times in the school year. Leaders provide necessary information to local authorities who are funding pupils with an education, health and care plan (EHC plan).
16. Leaders make certain that the few male pupils in the prep school experience a rich and varied education. Male pupils enjoy equal opportunities in all areas, including sport. Leaders provide appropriate activities for those with particular interests or passions, for example in sport or science. As a result, male pupils thrive academically and socially, despite their very small minority.

17. Leaders in boarding ensure that international pupils are fully integrated into the school community. They communicate with relevant staff to identify boarders' educational, emotional and physical needs. As a result, boarders settle quickly and take part in a full range of school activities. Boarders share their views about boarding issues informally with staff and understand the published procedures to formally raise concerns.
18. Leaders in the early years prioritise the wellbeing of children, who develop well within a welcoming and well-resourced indoor and outdoor environment. Leaders work with early years staff to evaluate and improve their practice. Parents of children in the setting receive regular information about their child's progress.
19. The school's website provides accessible and clear information for staff, pupils, and parents of both current and prospective pupils. All the required policies and documents are available both digitally and in hard copy, including those relating to boarding. Parents receive regular reports about their child's academic progress.
20. Leaders implement a suitable complaints procedure and follow the stated timescales diligently. Parents are encouraged to share concerns with pastoral staff and senior leaders. All concerns, including at the informal stage, are recorded centrally and reviewed by governors to identify any themes or patterns that require further action.
21. The school meets the requirements of the Equality Act 2010. Leaders make appropriate adjustments for pupils who have special educational needs and/or disabilities (SEND) through the regular review and implementation of a suitable accessibility plan. For example, they provide sloped access between all levels of the school's undulating site, and alternative opportunities in sport for those who have physical disabilities.

### **The extent to which the school meets Standards relating to leadership and management, and governance**

- 22. All the relevant Standards are met.**

## Section 2: Quality of education, training and recreation

23. Leaders in the early years setting provide a broad and well-planned curriculum. Staff nurture the needs and aspirations of each child in line with the school's values. Children are supported to follow their interests, for example in designing and building structures in the outdoor area. Leaders encourage children to initiate activities and astutely guide them to more difficult challenges to extend their progress. Staff plan activities that make effective use of a range of resources in the outdoor environment to support children's creative skills. Children develop their communication and language skills well through working with each other, for example making cakes out of mud and dandelions. Leaders continually monitor children's progress. They provide additional support for individual children in identified areas. As a result of this personalised approach, children in the setting make good progress from their starting points.
24. Leaders plan a suitable curriculum for pupils of all ages. They oversee the effective implementation of appropriate schemes of work throughout the school. Senior pupils select from a wide range of subjects to suit their own needs and aspirations. Leaders work in partnership with other local schools to provide options such as GCSE astronomy. In line with the school's aim of promoting intellectual curiosity, leaders have introduced a global citizenship course. This enhances pupils' learning by challenging them to apply their skills and knowledge across subjects. Courses in foundation-level mathematics and BTEC level 2 in applied science are followed by those for whom they are appropriate.
25. Leaders provide a broad range of options in the sixth-form curriculum and activities programme to enable pupils to make individual choices. In addition to mainstream A-level subjects, pupils can take BTEC level 3 courses in subjects such as medical science, marketing and dance. As a result, pupils achieve well and gain entry to demanding courses in higher education.
26. Teachers routinely provide 'subject clinics' to further pupils' learning. The school offers an additional programme, including lectures and discussion groups, which enables pupils who have particular interests or talents to further their expertise. As a result, pupils can personalise their learning so as to further their ambitions and access support where needed.
27. Leaders assess the aptitude in spoken and written English of pupils who speak English as an additional language (EAL) when they join the school. They provide subject teachers with guidance on suitable approaches to allow these pupils to access the curriculum. Teachers adjust their language appropriately and explain specific technical terms. As a result, pupils who speak EAL quickly acquire competent skills in English. Those in the sixth form achieve the necessary levels of proficiency to enter UK universities.
28. Leaders identify the needs of pupils who have SEND promptly when they arrive at the school. They work closely with parents and pupils to plan appropriate support. Pupils who have SEND typically follow a full curriculum, including a modern foreign language. Teaching assistants in the prep school provide effective support to pupils in lessons. In the senior school, teachers discreetly check pupils' understanding and adjust tasks if needed. They adapt their planning for pupils who find sustained concentration difficult. Specialist teachers provide additional support as needed. Leaders provide pupils with the option to follow the 'supported learning programme' instead of a GCSE choice. This supports pupils' overall attainment at GCSE by helping them to develop the skills they need to develop their knowledge and understanding across the curriculum. As a result, pupils who have

SEND make good progress in lessons and achieve the examination results needed to move to the next phase of their education.

29. Teachers plan lessons that integrate a range of well-chosen resources and effective behaviour management strategies. They provide clear objectives and enhance pupils' learning through relevant trips in the local area. Teachers use clear language and a variety of effective teaching methods. They are well informed about pupils' needs and prior attainment. Teachers meet pupils' individual needs by varying their questions, monitoring pupils' responses and regularly checking pupils' understanding of new concepts. As a result, pupils concentrate well in class and are confident to attempt increasingly difficult work.
30. Teachers have the knowledge they need to teach their subjects well. They frequently plan complex tasks so that pupils are challenged to develop their knowledge and skills to a high level. As a result, pupils of all ages make good progress. Pupils in the senior school attain well in GCSE and A-level examinations and achieve at higher levels than expected on the basis of their prior attainment. However, in science lessons, some teachers allow pupils to use imprecise technical terms or assess inaccurate work as correct. As a result, pupils' results in science subjects at GCSE are in line with, rather than exceeding expectations.
31. Academic leaders have embedded a suitable framework to evaluate pupils' progress relative to their starting points. Leaders use data to adjust the curriculum, for example by introducing initiatives to further improve pupils' progress in reading. Teachers have an accurate and up-to-date awareness of pupils' achievement. They provide regular feedback in written work that enables pupils to focus on areas to improve.
32. Pupils have opportunities to take part in range of high-quality activities outside lessons. They contribute to drama, dance and musical productions and gain recognised qualifications in these areas. The games curriculum is organised so that nearly every pupil represents the school in one or more sports. Specialists provide individualised coaching for elite players. Pupils achieve at a high level, with many gaining national recognition as individuals or in national teams.
33. Boarders are provided with activities that develop their living skills, such as cooking in the boarding house. Leaders plan a full programme of activities for boarders outside the school day. They ensure boarders have sufficient free time and support with their learning when needed. Boarding staff liaise with boarders in choosing weekend recreational activities.

### **The extent to which the school meets Standards relating to the quality of education, training and recreation**

- 34. All the relevant Standards are met.**

## Section 3: Pupils' physical and mental health and emotional wellbeing

35. Leaders have an acute awareness of the pastoral needs of pupils throughout the school. They foster a 'gentle' ethos in which a sensitive and considered approach is taken. The immediate availability of supportive adults contributes to pupils' growth in self-knowledge and confidence. Pupils benefit from the support of pastoral staff, including trained professionals in fields such as adolescent development and mental health. Leaders shape the taught curriculum and co-curricular activities to meet the educational, emotional and social needs of individual pupils. As a result, pupils feel secure in their learning and other activities and are prepared to confront new challenges. For example, many participate in The Duke of Edinburgh's Award scheme (DofE) or take leading roles in drama and music productions.
36. Leaders ensure that the curriculum provides opportunities for pupils of all ages to develop an awareness of people's national, racial and religious backgrounds. Teachers help younger pupils to enhance their learning through celebrations of religious festivals and national days. Leaders in the senior school develop older pupils' deeper understanding of the overlap between culture and religious faith. Assemblies and teaching in history and politics lessons sensitively represent the cultural, religious and economic aspects of current world conflicts. Leaders provide opportunities for pupils from overseas to share their own national perspectives. They do this sensitively so that all pupils are able to gain a deeper comprehension of global views.
37. Staff in the early years gently guide children to understand right and wrong behaviours, for example taking turns or saying thank you. The taught curriculum enables older pupils to develop an understanding of morality by discussing topics such as the concept of the just war in global citizenship lessons, and laws on migration, in geography lessons.
38. Leaders promote good behaviour through assemblies and the PSHE curriculum. They oversee the effective implementation of written behaviour and anti-bullying policies that focus on maintaining a community that understands and makes allowance for individual differences. This approach is understood by pupils and implemented consistently by staff. Pupils in the prep and senior schools communicate a clear moral stance on issues that affect school life. They express their views candidly, with the expectation that all pupils should follow agreed codes of behaviour. Incidents of poor behaviour or bullying are rare.
39. Leaders effectively maintain a mobile phone-free policy throughout the school day. It is consistently applied and followed without demur by pupils. There are reasonable arrangements for boarders and sixth-form pupils, and special consideration of pupils whose individual needs require them to have contact with home during the day.
40. Teachers plan activities in PSHE and global citizenship lessons that enable pupils to explore Christianity and other faiths. Pupils develop an understanding of commonalities between major world religions during 'world religion day'. Staff invite pupils to speak in lessons about their own religious backgrounds to promote a shared understanding of different faiths. Assemblies and activities within the Chaplaincy provide a focus for pupils to further probe their beliefs and to reflect on the non-material aspects of life. Pupils are encouraged to wonder at the landscape in geography or the beauty of number sequences in mathematics. As a result, the school successfully extends pupils' spiritual awareness and understanding.

41. Specialist teachers plan effective PSHE lessons for pupils of all ages. Pupils receive relationships and sex education (RSE) as part of the programme, which is adapted for pupils who have particular needs or anxieties. Appropriate elements of sex education are taught from Year 5. Parents are consulted about the content of the course. Pupils find lessons valuable because the content becomes more sophisticated as they revisit topics, and because they are encouraged to ask questions and discuss their own experiences. Leaders assess the programme's effectiveness through surveys and discussion with pupils.
42. Pupils' physical health is promoted through well-taught, regular physical education and games lessons. Leaders in the early years provide apparatus on which children can explore and challenge themselves. Pupils develop their physical skills through planned outdoor education and swimming. The curriculum allows prep and senior school pupils to take part in a wide variety of competitive and non-competitive sports. Prep school pupils play in mixed-sex teams against other schools. Pupils who have particular needs have access to activities that are appropriate to their needs, for example swimming.
43. Leaders ensure that the school buildings and grounds are maintained to a high standard. They oversee the implementation of suitable policies and procedures such as regular checks of equipment and fire prevention procedures. As result, the school meets the requirements of health and safety and fire legislation and provides a well-maintained, secure environment for pupils.
44. A suitable number of adults are deployed to supervise pupils throughout the school day and in boarding hours. Leaders and staff have high visibility and, as a result, pupils are supervised effectively. Adults supervising the geographically extensive area at breaktime are appropriately briefed. Suitable procedures are implemented if a pupil is missing at the start of a lesson.
45. Leaders provide suitable arrangements for pupils who are sick or need first aid. The well-equipped medical centre provides a place where pupils can seek physical or emotional support. Suitably qualified staff administer medicines appropriately. Other adults have up-to-date training, including in paediatric first aid in the early years.
46. The school maintains appropriate and accurate attendance registers. Leaders promote high levels of attendance by communicating with parents about the correlation between attendance, academic progress and mental wellbeing. Leaders report to and work closely with external agencies and parents to support the academic progress and emotional wellbeing of pupils who have a prolonged absence.

### **The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing**

**47. All the relevant Standards are met.**

## Section 4: Pupils' social and economic education and contribution to society

48. Leaders encourage respect for, and promote the understanding of, race, religion and different sexual orientation. They help pupils learn about these values through assemblies, the PSHE curriculum and the support of the equity, diversity and inclusion society. Staff in the early years encourage children to absorb new ideas into their games and support each other on outdoor apparatus. Children learn to develop positive friendships, and male and female children play together seamlessly.
49. Staff provide 'chew and chat' clubs, which enable older pupils to share opinions and ideas across age groups. Leaders routinely identify opportunities for pupils to recognise prejudice and discrimination. They organise debates on gender equality, individual liberty and the politics of sport. Boarders host international evenings to promote a shared understanding of their own cultural roots. Prep school pupils learn about artistic styles from other countries, for example Indian batik. Senior school history lessons include topics such as Jewish migration and the experiences of different races during the Tudor period. As a result, pupils become socially and culturally aware and are quick to challenge unfairness.
50. Leaders enable pupils to develop a sound understanding of different forms of democracy and the place of civil and criminal law in British society. Senior school pupils acquire an understanding of different electoral methods and voting patterns in the global citizenship course. They learn about the evolution of the current legal system and its historical context in history and classics lessons. Pupils' knowledge is enhanced by visits from elected politicians, magistrates and visits to the Houses of Parliament.
51. Pupils throughout the school engage actively in the democratic process, beginning in the prep school where pupils vote for class representatives. Elected pupil groups in both prep and senior schools gather opinions and ideas from their peers when considering all aspects of school life. Leaders use the findings of these groups as a source of information about pupils' views, alongside regular surveys. This informs their decision-making on matters such as school uniform, food and the consequences for poor behaviour.
52. Leaders provide a well-planned careers programme. In their first years in the senior school, pupils reflect on their own aptitudes and how these relate to a range of possible professions. Teachers engage pupils in careers skills and awareness tasks, focusing on self-awareness and self-leadership. Pupils in Year 9 are supported in considering possible options post-GCSE, including apprenticeships and further education. Pupils in Years 10 and 11 learn about employment trends and are taught how to write job applications and how to prepare for interviews. The school actively supports pupils in finding suitable work placements. Leaders provide one-to-one advice to GCSE and A-level pupils about sixth form and post-school opportunities. As a result, pupils make informed choices and successfully move to their preferred courses after school.
53. Leaders provide pupils with a comprehensive economic education. Teachers help prep school pupils to begin learning about finance by costing suggestions from their pupil council and raising money for charities. Pupils develop their knowledge further by taking part in an entrepreneurial competition. The senior school PSHE curriculum provides opportunities for pupils to develop their skills in budgeting and their understanding of economic principles. In the global citizenship course, pupils learn about global supply chains and financial inequality. Pupils in Years 10 and 11 take part in an

annual competition to find backers for business ideas. Teachers prepare pupils for the financial decisions they will need to make after leaving school, for example by learning about student loans.

54. The school promotes its aim of developing purposeful citizens by providing extensive opportunities for pupils to serve others. Prep school pupils fulfil responsibilities such as wellbeing monitors and buddies for new pupils. They select charities and co-operate in the planning of fundraising events. Senior school pupils act as 'student mentors' and initiate mental health projects. They engage with the local community through volunteering at charity shops and performing concerts at care homes. Pupils give academic support to children in local schools and organise and lead drama workshops with a group of adults who have SEND.

### **The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society**

- 55. All the relevant Standards are met.**

## Safeguarding

56. Safeguarding procedures are implemented effectively so that the wellbeing of both boarders and day pupils is promoted. Leaders foster a secure safeguarding culture. Governors are appropriately trained so that they oversee the implementation of safeguarding arrangements effectively. They review records, hold discussions with staff and pupils, and visit the boarding house and early years setting. They are involved in the creation of new policies when needed, for example in the use of reasonable force. As a result, they maintain an informed oversight of the school's safeguarding arrangements. This ensures that the required procedures and protocols are followed.
57. Leaders ensure the safeguarding policy includes suitable definitions of abuse and is in line with latest statutory guidance. Boarding and pastoral leaders communicate effectively if they notice changes in the behaviour or attitudes of a pupil. Medical staff, student managers and school counsellors work closely with safeguarding leaders to ensure that support for individual pupils promotes their emotional and physical wellbeing.
58. Staff receive frequent and detailed safeguarding guidance, including preventing the risk of radicalisation and countering extremism. Leaders keep an accurate register of training provided and who has attended. Training reflects the role of each member of staff in identifying particular risks to pupils, such as in boarding houses or off-site activities.
59. Staff share concerns with senior leaders to ensure that pupils are appropriately supported. Leaders act promptly to address issues that reach the thresholds for formal reporting. Records are up to date, thorough and show details of how concerns are followed up. These include notes of any action taken, decisions reached and outcomes arrived at. Records include formal risk assessments for pupils when needed. Leaders monitor the implementation of actions closely and evaluate their impact.
60. Safeguarding leaders engage regularly with local safeguarding partners, including children's services and, when necessary, the police. Leaders and staff seek immediate advice if needed. They understand their roles in reporting any person about whom they have concerns to relevant regulatory bodies. The low-level concerns procedures work effectively. Staff are aware of the increased risks associated with both a boarding community and the particular needs of pupils from overseas. Staff know to report issues if they feel uneasy.
61. Leaders implement effective procedures to prevent pupils' access to inappropriate material online. They monitor website and other online use by staff and pupils closely. Governors regularly review and test the effectiveness of the arrangements.
62. Leaders implement measures to help pupils feel safe, such as controlled access to buildings and high levels of adult supervision in outdoor areas. Pupils are taught about possible dangers online. Leaders undertake regular review of protocols to keep boarders secure.
63. Leaders provide pupils with a range of age-appropriate ways in which they can share concerns confidentially. They encourage pupils to feel confident to speak with safeguarding and pastoral leaders and to know they are listened to. Boarders are made aware of the identity and contact details of people independent of the school whom they can speak with if they are worried.

64. Recruitment checks are undertaken on governors, staff and other adults, according to their role. Information is recorded accurately in the school's single central record of appointments. Leaders ensure that potential risks from visitors, for example outside users of the swimming pool, are suitably assessed. Boarding staff assess the suitability of guardians and ask about boarders' experiences when they return from weekend visits.

### **The extent to which the school meets Standards relating to safeguarding**

**65. All the relevant Standards are met.**

## School details

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|--|--|
| <b>School</b>                          | Kent College Pembury   |
| <b>Department for Education number</b> | 886/6009   |
| <b>Registered charity number</b>       | 1142794  |
| <b>Address</b>                         | Kent College Pembury<br>Old Church Road<br>Pembury<br>Tunbridge Wells<br>Kent<br>TN2 4AX |
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| <b>Website</b>                         | www.kent-college.co.uk   |
| <b>Proprietor</b>                      | Methodist Independent Schools Trust  |
| <b>Chair</b>                           | Mr Ian McCaig  |
| <b>Headteacher</b>                     | Miss Katrina Handford  |
| <b>Age range</b>                       | 2 to 20  |
| <b>Number of pupils</b>                | 355  |
| <b>Number of boarding pupils</b>       | 17   |
| <b>Date of previous inspection</b>     | 20 to 22 June 2023   |

## Information about the school

66. Kent College Pembury is an independent day and boarding school for female pupils. The school is part of the Methodist Independent Schools Trust, which acts as its proprietor, with governance delegated to the school's local governing body. The school currently admits male pupils between the ages of 2 and 11. Plans are in place to admit male pupils aged above 11 from September 2026. The school is divided into a prep school, including the early years, and a senior school.
67. Pupils can board from the age of 11 and are accommodated in one boarding house on the school site.
68. There are 44 children in the early years, comprising one Nursery and one Reception class.
69. The school has identified 167 pupils as having special educational needs and/or disabilities. Eight pupils in the school have an education, health and care plan.
70. The school has identified English as an additional language for 21 pupils.
71. The school states its aims are to nurture, value and celebrate each individual. It seeks to create an aspirational environment in which intellectual curiosity can flourish in order to maximise the academic achievement of all. It promotes the Methodist value of 'doing all the good you can' and inspiring all to make purposeful contributions as global citizens.

## Inspection details

### Inspection dates

28 to 30 April 2026

72. A team of six inspectors visited the school for two and a half days.

73. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- observation of a sample of extra-curricular activities that occurred during the inspection
- discussions with the chair and other governors
- discussions with the headteacher, school leaders, managers and other members of staff
- discussions with pupils
- visits to the learning support area and facilities for physical education
- visits to the boarding house accompanied by pupils and staff
- scrutiny of samples of pupils' work
- scrutiny of a range of policies, documentation and records provided by the school.

74. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

**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](http://www.isi.net)**.

**Independent Schools Inspectorate**

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For more information, please visit [isi.net](http://isi.net)