

School inspection report

6 to 8 February 2024

Ealing Independent College

83 New Broadway

Ealing

London

W5 5AL

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. Leaders actively foster the wellbeing of pupils. Pupils, including those who have special educational needs and/or disabilities (SEND) and those with lower prior attainment, make good progress.
2. Leaders adopt a strategic approach to risk management. They meticulously maintain comprehensive pupil welfare risk assessments, which carefully consider the diverse needs and vulnerabilities of pupils. However, supervision procedures for breaktimes were strengthened during the inspection and are not yet fully embedded.
3. The curriculum is extensive and tailored to cater to pupils' different needs. A supportive atmosphere motivates many pupils to achieve in their chosen courses, surpassing outcomes predicted by standardised baseline data. However, physical education lessons are not consistently well aligned to pupils' interests and needs.
4. To meet the wide range of pupils' needs and abilities, teachers develop their skills and collaborate effectively to promote optimal outcomes for pupils. Teaching fosters an atmosphere of tolerance and mutual respect among pupils.
5. Leaders consistently track pupils' progress. Monthly reports are provided to both pupils and parents, offering comprehensive insights into pupils' achievements and areas for improvement. This feedback ensures that pupils understand what steps they need to take to make further progress. There is comprehensive university guidance. However, careers education is limited with regard to wider opportunities for pupils.
6. Pupils develop self-esteem and confidence through supportive relationships with staff who understand their individual social and emotional requirements. The school culture fostered by leaders encourages the development and appreciation of personal relationships.
7. Staff implement effectively the well-planned personal, social, health and economic education (PSHE) and relationships and sex education (RSE) curriculum that takes into account the needs of the pupils.
8. The school's behaviour policy clearly sets out expected behaviours and the value placed on staff recognising and commending positive conduct. Pupils interact constructively with both peers and staff, reflecting the pervasive atmosphere of mutual respect. Staff apply sanctions judiciously, taking into account the specific needs of pupils, including those who have SEND.
9. Teaching about social and economic wellbeing includes respect for the protected characteristics, including sex, age, race and religion. Leaders and teachers foster a school culture that is accepting and inclusive. Pupils are equipped with essential economic life skills, including budgeting, personal finance management and debt awareness, to prepare them for life beyond school.
10. Senior pupils participate in the sixth-form leadership group. The group plays an active role in the life of the school community, for example through their contribution to the pupil mentoring programme. Pupils articulate with pride the positive changes that they have brought about.

11. Pupils develop their resilience and perseverance in this setting. The school's values, consistently modelled by staff, include the importance of personal accountability, discernment of moral principles and balanced perspectives, and respect for law, democracy, and the welfare of others.

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 and managers should:

- strengthen the careers education programme to include advice about a wider range of opportunities post-16 and beyond school
- broaden the range of physical activities so that these align better with pupils' interests and needs
- ensure that the newly introduced supervision procedures for breaktimes are consistently followed.

Section 1: Leadership and management, and governance

12. Leaders know and understand pupils' relative strengths and areas of challenge. They gather and employ data effectively, and consider success in relation to a number of different metrics based on the needs of individual pupils. Many pupils achieve well academically, including those who have SEND and those with lower prior attainment. Pupils go on to achieve places at a range of establishments, including highly selective universities.
13. There is an effective partnership between the school and parents. Leaders actively promote pupil wellbeing. This includes strategically managing risk, including personal risk to pupils, and mitigating identified and potential problems.
14. The senior leadership team discuss pupil welfare risk assessments every week. The assessments are well maintained, thorough, detailed and take into account the needs and vulnerabilities of pupils. Measures to be taken are known and implemented by staff, contributing to the effective fostering of pupil welfare and wellbeing.
15. Staff members and leaders work together effectively to support pupils. Subject leaders are reflective practitioners. Leaders have established open and effective communication between staff and continuous professional development, in order to meet the wide range of pupils' needs.
16. Governors meet with school leaders at frequent points throughout the academic year to consider whether regulatory standards are being met. The school's governors provide diligent oversight on a termly basis, scrutinising practices, procedures and records to assess robustness and effectiveness of implementation. They also go on lesson walks and site tours.
17. Safer recruitment checks and a robust induction process are in place for all new members of staff.
18. Governors have oversight of complaints and support the leaders of the school appropriately. Records are kept for each stage of a complaint and reviewed regularly.
19. Leaders work effectively with, and routinely take advice from, external partnerships and agencies to safeguard the pupils in their care. Low-level concerns are recorded in an appropriate manner and leaders review these regularly.
20. The leader of provision for pupils who have SEND (SENCo) has appropriate skills and effectively coordinates and monitors the delivery of teaching and learning to pupils with educational needs.
21. The admission and attendance register is appropriately maintained and all required information is available on the website, including the school's vision and core values. School leaders deploy support strategies in areas such as attendance with compassion and care, to support pupil welfare and wellbeing.

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. The curriculum has sufficient flexibility to enable pupils to make good progress through different pathways to GCSE and A level, whilst not compromising academic standards. Pupils aspire to achieve high grades in examinations. They secure places at a range of providers, including highly selective universities.
24. Small classes facilitate tailored approaches to teaching, with individual support from teachers. The SENCo meticulously tracks pupils' progress and provides teachers with detailed information that they use to support pupils so that they make good progress.
25. Leaders have recently appointed a coordinator for pupils who speak English as an additional language (EAL) to increase their confidence when accessing the curriculum. However, this initiative is in the early stages of development, and has yet to be embedded throughout the school.
26. The curriculum is sufficiently broad and is adapted to meet the needs of pupils. A nurturing approach inspires many pupils to achieve in their chosen course at levels beyond predictions based on standardised baseline data. However, for some pupils, the demands of study, particularly at A level, means that their outcomes do not always reflect their strengths and abilities and the progress that they have made.
27. Pupils study a range of subjects, usually taking between four to seven GCSEs. Pupils with higher prior attainment are supported in taking additional GCSEs and A levels. The school partners with other providers in order to offer additional courses to pupils. For example, some pupils access online courses in Arabic, geography and Ukrainian.
28. Pupils take part in a small range of recreational activities that contribute to their learning and enjoyment at school. These include metaphysics, a biomedical society, a running club, and advanced language skills. However, the range of activities is limited.
29. Pupils have a wide range of abilities and needs. Consequently, teachers continuously develop expertise which they successfully apply and readily share with each other in order to promote the best outcome for each individual pupil. Teaching engenders a spirit of tolerance and respect.
30. Leaders systematically monitor pupils' progress. Monthly reporting provides pupils and parents with information on pupils' progress and attainment, including detailed feedback so that pupils understand how to improve their work. Leaders use data effectively to inform their decisions on amendments to the curriculum and individual plans for pupils.
31. Lessons are well planned and are drawn from appropriate schemes of work. Teachers tailor lessons to take into account the needs of individual pupils. Staff effectively use detailed and thorough assessments and individual in-depth knowledge to support pupils to make good progress.
32. Rigorous academic standards and high expectations are consistent across all subjects. Pupils are encouraged to work to the best of their ability. They are proud of their achievements and take up opportunities to extend their learning. These include solving complex mathematical problems,

determining rates of chemical reactions in response to altering variables, producing extensive projects in geography and coursework in photography.

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

33. All the relevant Standards are met.

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

34. Pupils develop high self-esteem and self-confidence as a result of positive and caring relationships with staff who understand their personal, social and emotional needs. The ethos of the school fosters pupils' appreciation of non-material aspects of life, including the importance of relationships and helping others.
35. In line with the school ethos, there is mutual trust and respect between pupils and staff, underpinned by a clear annual pupil contract.
36. Teaching on respect and inclusion and the modelling of these values by staff contribute to pupils appreciating and respecting each other's individuality.
37. Leaders and teachers effectively implement a well-planned personal, social, health and economic education (PSHE) and relationships and sex education (RSE) curriculum that takes into account the needs of the pupils. Leaders consulted parents about the design of the RSE programme. Staff carefully monitor pupils' understanding and application of what they are taught and then adapt teaching and content accordingly to promote pupil understanding and wellbeing.
38. Opportunities to discuss areas linked to the RSE curriculum are taken up through form discussions, assemblies and in PSHE lessons. Pupils appreciate discussing a range of issues that are important to them, including understanding consent and developing healthy and positive relationships.
39. For pupils of compulsory school age, there are physical education lessons in a nearby park and public sports facility. The sports taught include football, basketball, and rounders. However, some pupils do not take full advantage of these opportunities as they feel they are not well matched to their interests and needs.
40. The behaviour policy clearly sets out the school's high expectations and ethos of acknowledging and rewarding good behaviour. Pupils engage positively with each other and staff and there is a culture of mutual respect throughout the school. Sanctions are appropriate and tailored to the needs of the pupils.
41. Pupils and staff are clear that bullying is not tolerated. When allegations of potential bullying or unkind behaviour are raised, the causes are reviewed, all parties are supported and actions agreed to prevent recurrence. Pupils raise concerns with confidence that these will be addressed.
42. All incidents and near misses are recorded centrally and reviewed. Leadership ensure that appropriate action is taken and that monitoring and support is in place where appropriate.
43. Suitable measures are in place to mitigate risks around the site and on school trips. Risk assessments are appropriately detailed and include risk management. Staff are aware of measures in place to mitigate risk. Advice from external expert agencies is routinely taken for fire risk assessments, management of asbestos and legionella. Logs of accidents are appropriately maintained.

44. During the inspection, discussion took place regarding risk assessments and supervision during breaktimes. The school in consequence strengthened its arrangements in relation to pupils leaving the premises at break and lunchtimes and revised supervision arrangements are in place. A duty rota for outside has been implemented so that pupils can identify members of staff who can be contacted without delay.
45. Admission and attendance records are kept in accordance with requirements. The proprietor has effective oversight of practice and procedure, including the scrutiny of records and logs.
46. Through the use of an online system, follow up of issues identified is systematic. Maintenance of the site is adequate and in line with health and safety requirements. There is suitable accommodation for pupils who are sick or injured. Qualified and caring staff are available, and much appreciated by the pupils.

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. Pupils are taught a comprehensive programme in social and economic wellbeing, including respect for others. All staff collaborate to create a culture in school that is both tolerant and inclusive. Pupils are educated in fundamental economic skills for life after school, such as in budgeting, personal finance and debt.
49. School leaders provide comprehensive and effective university guidance for pupils in Years 12 and 13. However, careers information is less comprehensive for pupils in Years 9 to 11, and for those considering wider career opportunities.
50. Pupils are taught through the curriculum, in form time and assemblies about moral issues, including distinguishing right from wrong and other matters that prepare them for life in British society. Consequently, pupils engage with the complexities of moral and ethical issues, such as when a Year 11 religious studies class analysed and evaluated historical perspectives on the theme of crime and punishment.
51. Leaders support pupils' commitment to developing positive values within their own community. For example, following a school council request, pupils have set up an LGBTQ+ committee.
52. Leaders are responsive to pupils' interest in community service to the local area and actively support initiatives they wish to pursue, such as collections for the local food bank and fundraising for national and local charities supporting, for example, victims of crime.
53. Leaders provide pupils with opportunities to develop their leadership skills through the sixth-form leadership group. The group contributes to school life in various ways, including through their contribution to the pupil mentoring programme.
54. Leaders and teachers effectively model and teach fundamental British values such as democracy and free speech throughout the school. Pupils value this and articulate clearly how PSHE and spiritual, moral, social, and cultural education lessons provide them with a deeper understanding of these values.
55. Pupils demonstrate resilience and determination in their work and behaviour. They respond positively to the calm, flexible atmosphere in the school and all make good progress, with some obtaining offers at prestigious universities to study courses such as economics, dentistry, and computer science.

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

56. All the relevant Standards are met.

Safeguarding

57. Arrangements for safeguarding are appropriate. The comprehensive culture of safeguarding takes into account the varied and sometimes complex needs of pupils. The safeguarding policy covers all required matters. Governors review the policy and its implementation in their termly visits.
58. Links with external agencies are robust. The designated safeguarding lead (DSL) liaises frequently with teams around the child to meet and review individual needs. These include the local authority safeguarding partnership and child and adolescent mental health services.
59. The DSL and deputy designated safeguarding leads are members of the senior leadership team. They are trained to the appropriate level. The DSL delivers training for all staff, with regular updates through briefing and quizzes, and updates relevant staff in relation to individual pupils on a regular basis. The staff induction programme contains training for all required areas including child protection, Prevent, online filtering and monitoring, child-on-child abuse, and low-level concerns. Records of staff training are comprehensive and thorough.
60. Pupils learn how to stay safe, including online. Staff provide support and guidance to individual pupils as necessary. Pupils' positive and supportive relationships with staff contribute to their feeling safe at school. They value being able to informally discuss any concerns with staff.
61. Leaders carry out appropriate recruitment checks in advance of staff starting and these are recorded correctly on the single central record. Those carrying out the checks understand correct procedures. Staff files are maintained correctly. At least one member of every appointment panel is trained in safer recruitment. Directors of the proprietorial body have robust oversight of the recruitment procedures which they check termly.

The extent to which the school meets Standards relating to safeguarding

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

School details

School	Ealing Independent College
Department for Education number	307/6082
Address	83 New Broadway Ealing London England W5 5AL
Phone number	020 8579 6668
Email address	info@ealingindependentcollege.com
Website	www.ealingindependentcollege.com
Proprietor	Bellevue Education International Limited
Chair	Mr David Williams
Headteacher	Mr Allan Cairns
Age range	13 to 19
Number of pupils	116
Date of previous inspection	24 to 26 September 2019

Information about the school

63. Ealing Independent College is a co-educational day school located in Ealing, London. The school consists of a senior school which includes a sixth form, educating pupils up to the age of 19. The school is a subsidiary of Bellevue Education International. Since the previous inspection a new principal was appointed in September 2020.
64. The school has identified 93 pupils as having special educational needs and/or disabilities (SEND), including 27 pupils with social, emotional, and mental health needs (SEMH). Twenty-three pupils in the school have an education, health and care (EHC) plan.
65. English is an additional language for 5 pupils.
66. The school states its aims are to thrive as a community in which students and staff come together to overcome challenges, and to support their students to discover a sense of empowerment – to learn new skills, to achieve academic success and be the very best they can be, while playing an active role in an inspiring, nurturing and caring environment.

Inspection details

Inspection dates

6 to 8 February 2024

67. A team of three inspectors visited the school for two and a half days. A shadow team inspector accompanied the inspection. The onsite inspection was quality assured by a monitor.

68. 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 of governors
- discussions with the principal, school leaders, managers and other members of staff
- discussion with the SENCo
- discussions with pupils
- visits to facilities for physical education
- scrutiny of samples of pupils' work in discussion with pupils
- scrutiny of a range of policies, documentation and records provided by the school.

69. 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**.

Independent Schools Inspectorate

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