



INDEPENDENT SCHOOLS INSPECTORATE

**INTEGRATED INSPECTION
LANSDOWNE COLLEGE**

INDEPENDENT SCHOOLS INSPECTORATE

Lansdowne College

Full Name of College	Lansdowne College		
DfE Number	213/6389		
Address	Lansdowne College 40-44 Bark Place Bayswater London W2 4AT		
Telephone Number	020 76164400		
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Email Address	info@lansdownecollege.com		
Principal	Mr Mark Love		
Proprietor	Astrum Education Ltd		
Age Range	14 to 19		
Total Number of Students	194		
Gender of Students	Mixed (97 boys; 97 girls)		
Numbers by Age	14-19	194	
Number of Day Students	Total:	139	
Number of Boarders	Total:	55	
	Full:	55	Weekly: 0
Inspection Dates	02 Dec 2014 to 05 Dec 2014		

PREFACE

This inspection report follows the *ISI schedule*, which occupies a period of four continuous days in the school. The school has not previously had an ISI inspection.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010, as amended. The range of these Regulations, which replace those first introduced on 1 September 2003, can be viewed on the website www.legislation.gov.uk. Additionally, inspections will consider the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment introduced by the School Standards and Framework Act 1998.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This inspection contains specific judgements on the National Minimum Standards for Boarding Schools. It comments on the progress made by the school in meeting the recommendations set out in the most recent statutory boarding inspection and evaluates the quality of the boarding experience and its contribution to students' education, personal development and welfare. Until September 2011, Boarding inspections were carried out by the Office for Standards in Education (Ofsted), Children's Services and Skills.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

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 in the published report but will have been considered by the team in reaching their judgements.

Both Ofsted and ISI inspect and report on the Independent School Standards Regulations. However, they apply different frameworks and have different criteria for judging school quality that are suited to the different types of schools they inspect. Both use a four point scale when making judgements of quality but, whilst the ISI terminology reflects quality judgements that are at least equivalent to those used by Ofsted, they also reflect the differences in approach. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement on each aspect of the school's work at the beginning of each section. **These headline statements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory', and where Achievement is 'exceptional' that term may be used for the top grade.** Elsewhere in the report, inspectors may use a range of different adjectives to make judgements.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted formal interviews with students and examined samples of their work. They held discussions with senior members of staff and with the chief executive officer and another proprietor, and observed a tutorial period. Inspectors visited the boarding house and the medical facilities. The responses of parents and students to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the college.

Inspectors

Mr Timothy Holgate	Reporting Inspector
Mrs Carol Evans	Co-ordinating Inspector for Boarding
Dr Eric Boston	Team Inspector (Head of Department, ISA school)
Mrs Elizabeth Cairncross	Team Inspector (Headmistress, HMC school)
Mr John Parsonage	Team Inspector (former Head of Department, HMC school)
Mr Michael Taylor	Team Inspector (Headmaster, ISA school)
Dr Nicholas Weaver	Team Inspector (Headmaster, HMC school)

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1. THE CHARACTERISTICS OF THE SCHOOL

- 1.1 Lansdowne College provides education for UK and international students, predominantly in Years 12 and 13. It was founded in Bayswater, in central London, in 1975. Originally owned by Lansdowne Tutors Ltd, the college is now part of the Astrum Education group, whose directors act as the college's proprietors. The group owns two other central London independent colleges and has just opened a boarding house containing boarders from two of the colleges. The principal of Lansdowne College took up his post in August 2014.
- 1.2 The college aims to realise each student's academic potential in an environment which is intensive yet informal, motivating yet relaxed, academic yet enjoyable. It seeks to maintain academic rigour and discipline and to provide excellent pastoral care. The college aspires to understand the motivation, interest, aptitude and ability of each student, to deliver tailored targets to help them achieve their personal academic goals. It aims to enable all students to develop enquiring minds, supported by a curriculum which is relevant and engaging, so that they make rapid and significant increases in their previous levels of academic success.
- 1.3 At the time of the inspection, the college provided education for 194 students between the ages of 14 and 19 (97 boys and 97 girls), of whom 55 were boarders. Of the total number of students, 24 were in Years 10 and 11, enrolled on both two-year and intensive one-year GCSE courses, and 170 were in the sixth form, enrolled on both traditional two-year A-level courses and more intensive shorter courses. Later in the academic year, the college accepts students for intensive revision and short re-take courses. One student has a statement of special educational needs, and the college has identified a further 21 with special educational needs and/or disabilities (SEND), none of whom require specialist specific learning support. Day students come mainly from central and outer London, and are drawn from a wide variety of cultural groups and backgrounds, characteristic of the capital's population. The boarding population draws students mainly from Eastern Europe and the Far East. There are 56 students with English as an additional language (EAL), all of whom receive support for their English. Students take a range of standardised aptitude and ability tests on entering Years 12 and 13. These indicate that the ability profile of these years is slightly below the national average. No standardised tests are taken by students entering Years 10 and 11. In these year groups, the ability range is judged to be broadly in line with the national average.
- 1.4 National Curriculum nomenclature is used throughout this report to refer to year groups in the college.

2. THE SUCCESS OF THE SCHOOL

2.(a) Main findings

- 2.1 Lansdowne College is successful in meeting its aim to provide an intensive academic education that encourages students to realise their potential. Students throughout the college achieve good standards and show strong subject knowledge and understanding, according to their ages and abilities. Given their backgrounds and personal circumstances, the number who successfully complete a two-year course in a single year, and the impact of less successful careers in their previous schools, they make particularly good progress over time. Students in Years 12 and 13 have achieved significant success in achieving places at competitive universities and for the more demanding undergraduate courses. Their learning skills and their attitudes to their work are excellent throughout the college. They are single-minded and purposeful and focus clearly on the specific academic goals they have set themselves. Students' achievements are well supported by the good curricular and extra-curricular provision, and by the challenge and support provided by the good teaching. However, some teaching does not provide consistent strategies to meet the needs of those with SEND or EAL.
- 2.2 Students' personal development at all stages is good and they exhibit strong spiritual, moral, social and cultural development. Students from many different cultural backgrounds support each other strongly, and an atmosphere of tolerance and mutual respect pervades the college. Excellent relationships and good student behaviour are notable features of the college. Pastoral care is excellent and students benefit greatly from the support, encouragement and guidance provided by their teachers and personal tutors, with whom they form respectful, trusting and warm relationships. Arrangements to promote students' welfare, health and safety are unsatisfactory, and failures to implement the college's safeguarding and safe recruitment policies have undermined the well-being of students. The school provides insufficient toilet provision for staff and students. Outcomes for boarders are good, but failures to provide fully effective medical provision and meet other required standards, in the areas of having an independent listener and maintaining and monitoring the required records, have led to an unsatisfactory judgement for boarding education overall. Boarding staff do not have efficient systems for monitoring compliance nor are they fully aware of the required welfare provision.
- 2.3 The quality of governance, leadership and management is sound, though many aspects are good. Proprietors provide effective oversight of the college's work and have identified clear strategic priorities for the future success of the college. New management structures and initiatives provide clear direction and a strong sense of purpose, and have achieved good outcomes for students. However, responsibility for failures to comply fully with the required regulations and standards rests with the proprietors, school leaders and managers whose monitoring procedures are not sufficiently rigorous. Not all recruitment checks on staff and proprietors have been completed promptly enough. The roles and responsibilities of middle managers, including the effectiveness of their evaluation of school procedures and practices, are not yet fully developed. Opportunities for staff to share the best teaching strategies evident within the college are limited. The college maintains good relations with parents, with whom a constructive partnership has been formed.

2.(b) Action points

(i) Compliance with regulatory requirements

(The range of the Independent School Standards Regulations is given in the Preface)

2.4 The college does not meet all the requirements of the Independent School Standards Regulations 2010, and therefore it is required to:

- implement fully its safeguarding policy, with particular regard to training and induction, prompt checks of previous employment history and references before staff start work, and the efficient application of its safe recruitment policy [Part 3 paragraphs 7(a) and (b), and 8(a) and (b), under Welfare, health and safety and, for the same reason, National Minimum Standard 11, under Child protection];
- ensure that the first-aid policy is fully implemented as well as the medical and health care protocols for boarders [Part 3 paragraph 14, under Welfare, health and safety, and National Minimum Standards 3.1 and 3.4, under Boarders' health and well-being];
- ensure that checks through the Disclosure and Barring Service (DBS) for staff and proprietors are always obtained before, or as soon as practicable after, they start work; and ensure that checks of identity, right to work in the UK, overseas checks and those through the barred list are always carried out before staff (and, where necessary, proprietors) start work and are properly recorded [Part 4, paragraphs 19(2)(a), (c) and (d), 19(3), 21(6)(a), 21(6)(b)(i) and (ii), and 22(3)(e), under Suitability of staff, supply staff and proprietors and, for the same reason, National Minimum Standard 14.1, under Suitability of staff and checks on other adults];
- ensure that the provision of toilets is sufficient to meet the separate needs of male and female students and staff [Part 5 paragraph 23(A)(1)(a), under Premises and accommodation].

2.5 The school does not meet all the National Minimum Standards for Boarding Schools 2013 and therefore, in addition to the above action points, it must:

- ensure that an independent listener is appointed and contact details made known to boarders [National Minimum Standard 2.3, under Induction and support for boarders];
- ensure that records are efficiently monitored in order to safeguard and promote the welfare of boarders effectively [National Minimum Standard 13.3, under Leadership and management of boarding].

(ii) Recommendations for further improvement

2.6 In addition to the above regulatory action points, the college is advised to make the following improvements.

1. Enhance and monitor the provision for students with SEND and EAL to provide more focused strategies to support their learning needs fully in lessons.
2. Provide better training opportunities for teachers to share good practice in order to ensure consistently effective learning and progress for all students.
3. Ensure that proprietors and leaders develop rigorous systems to monitor and implement fully the college's policies for safeguarding and safe recruitment.
4. Develop further the role of middle managers to ensure effective evaluation and consistent application of academic initiatives and procedures.

5. Ensure that boarding staff are fully aware of the National Minimum Standards and develop effective strategies for maintaining full compliance with them.

3. THE QUALITY OF ACADEMIC AND OTHER ACHIEVEMENTS

3.(a) The quality of the pupils' achievements and learning

- 3.1 The quality of the students' achievements is good.
- 3.2 Students are well educated in line with the college's aim to develop each student's academic potential in an environment which is rigorous and intensive, yet informal, motivating and enjoyable. At all levels, students display strong understanding and high levels of subject knowledge, in relation to their ability. Because of the accelerated nature of many of the courses, practical skills are a little under-developed. Students show strong literacy skills. Their writing is accurate and, when given the opportunity to write at length, it is fluent and persuasive. They are articulate and able to express opinions effectively. Their numeracy skills are good and applied well in a range of subjects. Their competence in information and communication technology (ICT) is sound. Students, particularly the more able, show good levels of logical and analytical thinking. Their creative skills are well developed in drama, art and photography. They show good levels of independent thought, especially in those subjects where class numbers are small.
- 3.3 Students' success in extra-curricular activities is good, albeit in a relatively narrow range, such as football, debating, and organising a charity fashion show. A growing number of students participate successfully at silver and gold level in the Duke of Edinburgh's Award (DofE). Students' stamina and initiative were well developed in a recent arduous trip to Iceland. More able students have achieved success in various mathematics challenges and science Olympiads and in the national investor competition. Students have also been rewarded for their achievements by securing places at many competitive universities and for the more demanding undergraduate courses.
- 3.4 The following analysis uses the national data for the years 2011 to 2013. These are the most recent three years for which comparative statistics are currently available. GCSE and A-level results have been similar to the national average for maintained secondary schools. In 2014, almost one in three grades achieved at GCSE were at A* or A. Well over half the A-level grades achieved were at A* to B.
- 3.5 This level of attainment at GCSE, interpreted in the light of inspection evidence such as performance in lessons and interviews with students, indicates that students make a good rate of progress to GCSE. The level of attainment at A level and standardised measures of progress used by the school indicate that students also make good progress in the sixth form in relation to the average for students of similar abilities. Progress over time of more able students and those with SEND or EAL is good, as shown by the development of their linguistic and thinking skills and their performance in tests and examinations. Students' progress is all the more marked, given their personal circumstances and backgrounds, the number who successfully complete a two-year course in a single year, and the impact of less successful careers in their previous schools.
- 3.6 Students' learning skills and their attitudes to their work are excellent. They are highly motivated, show commitment, high levels of effort and strong perseverance, rarely giving up when confronted with challenges. They are single-minded and purposeful, and focus clearly on the specific academic goals they have set themselves. They respond positively and enthusiastically to the stimulus, support and encouragement provided by their teachers. When given opportunities to do so,

they enjoy working collaboratively with others, and employ independent thinking skills.

3.(b) The contribution of curricular and extra-curricular provision

- 3.7 The quality of the curricular and extra-curricular provision is good.
- 3.8 The curriculum covers all the required areas of learning; it is broad and balanced, provides successfully for students of all abilities and contributes significantly to the students' good standards of achievement. Combined with the extra-curricular programme, it meets the college's aim that it should contribute effectively to the students' intellectual and personal development.
- 3.9 The taught curriculum is excellent in its variety and breadth. It is effectively planned and monitored by the curriculum area leaders. A particular strength is the availability of four modern foreign languages, including Japanese, in addition to Latin and classical civilisation. Science provision is also strong, and provides the opportunity to study three separate sciences. The flexible curriculum offers an innovative combination of course options to meet students' different needs and circumstances, both GCSE and A level being available as two-year courses and accelerated one-year courses. The curriculum also offers opportunities to retake examinations and, additionally, short-term revision courses are available later in the academic year.
- 3.10 In Years 12 and 13, students choose from an exceptionally large number of 37 subjects, and the flexibility of the curriculum allows the college to offer an almost unlimited choice of subject combinations. Additionally, the college runs the successful International Foundation Programme, which enables international students to take either business or humanities-based courses as an alternative route to university entrance.
- 3.11 The well-planned personal, social and health education (PSHE) programme covers key themes such as relationships, health and well-being and encourages students to think more deeply about themselves and the wider world. For GCSE students, the programme also includes the teaching of study skills. Students have access to good ICT provision. The dedicated study centre is widely used, although it does not currently provide significant library facilities. Students identified with SEND and those with statements receive satisfactory support from a recently appointed specialist co-ordinator, who is starting to make a more precise diagnosis of their needs and identify appropriate strategies and learning targets for them. Those with EAL benefit from the very effective additional support provided by the English academic programme. The specific learning needs of those with EAL or SEND are not yet, however, fully provided for during all lessons.
- 3.12 The college provides valuable opportunities for academic enrichment for more able students through, for example, the debating society and various external challenge competitions. A number of departments also offer extension activities such as the additional life classes in art. Students benefit significantly from examination practice periods (EPPs), and the weekly tutor periods also include guidance on learning skills. Tutors provide very helpful careers guidance, notably with the choice of subject options and their implications for higher education and employment.
- 3.13 The college's extra-curricular provision is generally good in many respects, although scope for expansion of the provision is restricted by a lack of time available within the college day and by limitations in its facilities. Inspectors agreed with parents'

and students' questionnaire responses which suggested that the range of the extra-curricular programme was not extensive. A range of sports is available, including football, cricket and tennis, as well as access to a local gym. However, the uptake of sporting and extra-curricular activities is constrained by the current timetable, and the range for female students is somewhat limited. The college provides a timetabled activities programme for GCSE students, as well as the opportunity for students to take part in the DofE award, which provides good scope for personal development.

- 3.14 Charitable fund-raising is an important part of college life, and events such as the recent concert for a national charity raise significant sums. Students can also take part in a small range of educational trips outside the college. These include museum visits and a trip to the First World War battlefields. In addition, students have the opportunity to perform in dramatic performances, such as the recent production of *Ghost Stories of Kennington* by GCSE students, to which local primary school students were invited. Students also take advantage of effective links with the community, for example through service as part of the DofE award, football competitions and fund-raising events, such as the coat collection for the homeless.

3.(c) The contribution of teaching

- 3.15 The quality of the teaching is good.
- 3.16 It reflects the college's aim to develop each student's academic potential. The teaching enables students to make good progress and achieve high levels of success. Teachers show a strong commitment to support and improve their students' progress and this enhances much of their learning. Lessons are nearly always well planned and show effective continuity and variety of learning tasks and activities which reinforce prior learning. Teachers generally manage time well. Most lessons are well paced, leading to high levels of student engagement and concentration. Teaching fosters self-belief and confidence effectively.
- 3.17 Good use is made of a range of resources, including ICT, enhancing students' learning. Intensive revision and examination preparation are, of necessity, key features of many lessons, especially in the accelerated one-year courses. However, innovative and quite often imaginative approaches are used to enliven such lessons. In Years 12 and 13, many lessons with small numbers of students resemble a university-style tutorial where much emphasis is placed on the students' own contributions to the progress of the lesson, and their involvement and participation are particularly notable. Teachers demonstrate a high level of subject knowledge and understanding of the individual needs of students, usually setting tasks or directing questions at the right level to challenge them appropriately. As a result, students are nearly always engaged and respond well. Effective work in pairs and groups is often a feature of successful lessons. The many good interactions between students and teachers bear witness to both the excellent rapport and the common desire to achieve strong outcomes. A large number of lessons reveal a high quality of discussion and questioning, encouraged by the teachers but also stimulated by the students.
- 3.18 Teaching often seeks to foster independence of learning and thinking. Teachers are aware of the need to support students with SEND and EAL, but specific and focused strategies to enhance their learning and meet their particular needs are not yet consistently used. Appropriate teaching provision is made for students with a statement of special educational needs and this meets the requirements of their

statements. Many lessons provide good opportunities for extension and development of learning for the more able and talented students. Such students are often given more demanding tasks and encouragement is given to them to pursue their ideas further and read more widely. The encouragement offered by teachers is a very strong feature of the college, and they provide both pastoral and academic support. Significantly, the students are very appreciative of the quality and impact of the teaching and all that their teachers do for them.

- 3.19 In a small proportion of less effective lessons, the teaching lacked variety, covered too much or too little in the time available, or was too heavily directed by the teacher. As a result, it lacked sufficient opportunity for students to be engaged in the learning process and display independent thinking. In such lessons, their progress was, therefore, slower. Teachers are aware of the priority of preparing students for examinations, and this is done very well, but occasionally insufficient opportunities are taken to challenge students to think for themselves. A few lessons were constrained by the small size of the classrooms.
- 3.20 Assessment of students' work is good and usually very effective. At its best, it is rigorous and detailed, which students confirm they value. Marking in many subjects is full and detailed, with constructive feedback, both verbal and written. However, some inconsistency in practice is evident and, occasionally, teachers provide limited comment and guidance as to how grades are awarded and what students need to do to improve. The examination practice grades are a major focus of both the teaching and the learning, and are used well to prepare students for the academic challenges facing them, as well as enabling effective monitoring of progress.

4. THE QUALITY OF THE STUDENTS' PERSONAL DEVELOPMENT

4.(a) The spiritual, moral, social and cultural development of the pupils

- 4.1 The quality of students' spiritual, moral, social and cultural development is good.
- 4.2 Students' personal development reflects the successful fulfilment of the college's stated aim to enable all students to develop enquiring minds. By the time they leave the college, most students achieve high standards of personal development because of the way in which they have developed their learning and ambition. Many students are narrowly focused on the challenging demands of the academic curriculum and, as a result, the community spirit within the college and the demonstration of strong personal development are not always evident.
- 4.3 Students develop good spiritual awareness. They have open and enquiring minds because of the challenge of academic teaching and they appreciate the non-material aspects of life. Most are emotionally mature for their age, sometimes using thoughtful language to articulate emotional responses in class. Students work with, and listen respectfully to, the views of those of all faiths and none. Most learn about different faiths in PSHE and religious studies, and some visit the neighbouring synagogue and are aware of its sacred significance. In a PSHE lesson, students showed dawning realisation of some of the common ground of major world religions. Although students do not have the benefit of corporate community opportunities to meet together, many nevertheless demonstrate a good individual sense of the value of calm reflection.
- 4.4 Students have strong moral awareness. They are courteous and well behaved, show developing personal confidence, and appreciate belonging to their college. They have a clear sense of right and wrong, and understand the need for both personal responsibility and community commitment in areas such as attendance and meeting deadlines. Through managed change and education, they have come to understand the importance of neighbourly respect and consideration for the environment, for example by regulating their smoking near the college. They discuss ethical issues with good understanding in their academic work, both written and spoken, whether through the controversial use of pig insulin, Gertude's promiscuity in *Hamlet* or the penal system in *Our Country's Good*.
- 4.5 Most students display marked social development, accepting responsibility not only for themselves but also for others less fortunate. They have raised funds for a national charity in a student-initiated and led talent show, and some undertake community service. They show good initiative in available community projects and in the increasingly popular DofE award. Boarders show fair and balanced attitudes, which are fostered by the boarding environment and most students exhibit reflective listening encouraged by the teaching and learning ethos. Students develop warm, relaxed relationships in a learning environment which promotes courteous behaviour towards visitors, to each other and to staff; they appreciate the way in which staff, both teaching and support, model such relationships. They respond very positively to the tutorial programme, and to the good classroom environment which leads, supports and reinforces it. Students respond with interest to discussions about government institutions and their impact on society, both British and elsewhere. Inspection evidence supported the views of the very small number of students responding to the pre-inspection questionnaire who felt that opportunities to take on responsibility are limited. The college does not operate formal systems present in

many other school settings, such as a prefect system, but a few older students provide academic support for those younger.

- 4.6 Students show a good appreciation and understanding of cultural differences, studying sensitively together, both in and out of class, as a foundation for purposeful learning. Some of them relish strongly the opportunity to visit exhibitions and plays in London, and are conscious of the cultural advantages of studying in the capital, commenting on its multi-culturalism. They acknowledge British traditions like Remembrance commemorations, and a positive cultural attitude to women is achieved through the predominantly overseas boarding community. Students display political and economic awareness enabled through PSHE and many other subjects. They demonstrate a reflective insight into cultures and beliefs, both modern and ancient, in many lessons, which reflect students' balanced points of view and understanding. Students maintain harmonious relationships with the many who come from family backgrounds different from their own.

4.(b) The contribution of arrangements for pastoral care

- 4.7 The quality of the arrangements for pastoral care is excellent.
- 4.8 This high quality of support and guidance for students fully supports the aims of the college and promotes their good personal development. The highly supportive and effective pastoral tutor system is based on a strong foundation of mutual trust and respect and is greatly appreciated by the students. Effective support is also provided by teachers in lessons, and all staff encourage students to realise their personal and academic potential and enable them to enjoy their time in the college. Students' and parents' responses to the pre-inspection questionnaire affirmed high levels of satisfaction with the care provided for the students and the close attention they receive in their lessons. Students throughout the college say that they feel safe and well looked after and confirm that they have many adults to whom they can turn for help. Teachers quickly get to know their students very well, which helps them settle into a new college and adjust to different academic and work expectations.
- 4.9 Relationships between staff and students are exceptionally positive, warm and effective. The close communication and rapport between students and teachers ensure that swift action is taken to identify and address individual students' needs. A relaxed and purposeful environment within the college fosters students' good progress. Students from many different cultures value and respect one another.
- 4.10 Staff encourage students to adopt a healthy lifestyle, develop good eating habits, and recognise the benefits of taking exercise. Students are given opportunities to discuss lifestyle choices and their consequences. Clear and effective policies ensure that students feel secure in the college community. The college promotes high standards of personal behaviour effectively and students respond well to the clear systems of rewards and sanctions, which they see as fair. They report that the anti-bullying policy is implemented well, and are confident that staff would respond robustly should it occur.
- 4.11 Inspection evidence does not support the view of a very small minority of students in the questionnaire who felt that their opinions were not taken into account. Students spoken to felt that they have good systems for expressing their opinions and views, primarily through the tutor system and in their close contact with teachers, often in very small class groups. For the more senior students, the school council provides a

more formal and effective additional channel of communication, and they cited several examples of positive outcomes achieved.

- 4.12 The college has a suitable plan to improve educational access for students with SEND or other disabilities.

4.(c) The contribution of arrangements for welfare, health and safety

- 4.13 The college's arrangements for welfare, health and safety are unsatisfactory.
- 4.14 Procedures in place do not effectively safeguard and promote the welfare and well-being of students, and make a limited contribution to fulfilling the aims of the college and the quality of pupils' personal development.
- 4.15 The safeguarding policy is appropriate in content but it has not been successfully implemented. Child protection measures have not been efficiently managed and monitored in the recent past. Several teaching and non-teaching staff have missed the recent training sessions, and the school has failed to provide appropriate initial safeguarding guidance for new members of staff. Records of child protection and welfare concerns are either incomplete or missing. The school has not provided suitable guidance and training for staff or students on internet safety. Omissions and deficiencies in the safe recruitment of staff in the recent past have undermined the promotion of students' welfare. Recent changes made by the school have clarified the reporting procedures for staff if they have concerns about a student's welfare. Senior staff are aware of the importance of promoting emotional and mental health, although this is not yet underpinned by training for staff or by a clear policy and procedures.
- 4.16 Arrangements to reduce the risk from fire and other hazards have been generally effective. Appropriate audits and reviews of current practice and systems have been carried out, and the school has an adequate process for remedying hazards and deficiencies identified. Recent records of fire safety are kept appropriately. Risk assessments for trips off-site and a range of areas within the college are carried out regularly but not all are centrally reviewed and monitored.
- 4.17 Arrangements for the medical and health care of day students, including those with particular needs, are co-ordinated by the part-time school nurse who is on call for day students. The school's first-aid policy provides guidance for staff in responding to students' minor health needs. However, staff are not fully aware of all the specific medical conditions of the students. The provision of toilets is insufficient, which has necessitated some sharing of facilities by staff and students in the recent past.
- 4.18 The school maintains an accurate admission register and registration of students' attendance is carried out at the start of every lesson, as well as the start of the day. Admission and attendance registers are stored for the required three-year period.

4.(d) The quality of boarding

- 4.19 The quality of boarding is unsatisfactory.
- 4.20 Outcomes for boarders are good. Boarders are self-reliant, confident and friendly, mature in outlook, courteous and considerate towards others. No discrimination amongst boarders is evident and equality of opportunity is promoted. Accommodation is provided for disabled students, and a lift is being installed for them. Boarders enjoy living in the boarding house and integrate well. They express

their views directly to staff or through the boarders' council, and both these methods are felt by them to be effective. They gain knowledge of the world through television, the internet and visits to central London. Relationships between boarders and staff, and among the boarders themselves, are very good; students say they can turn to any houseparent for help at any time. The behaviour of boarders is nearly always of a high standard but some boarders say that they do not understand some of the sanctions and occasionally find them inconsistent.

- 4.21 The quality of boarding provision and care is unsatisfactory, due to serious shortcomings in the arrangements to promote boarders' health and well-being. The boarding accommodation is of a very high standard and is separated by gender. All the bedrooms are en-suite with comfortable beds and a kitchen unit with microwave. The desks and tables provided are too small for effective studying. The building is well lit, clean and warm, with attractive decoration throughout and students can personalise their own area. The common room has a television and pool table, but the study area provided within it is not quiet, being on the route to the canteen. Supervision of entry to and exit from the boarding house is good. Extensive closed-circuit television coverage promotes boarders' safety and does not intrude on their privacy. Boarders who are ill are cared for in very good accommodation with en-suite facilities, providing appropriate gender separation and facilities for isolation if necessary. Boarders appreciate the part-time nurse's kindness and care. Houseparents, all with first-aid training, cover the medical support for boarders when the nurse is off duty. The nurse does not have access to boarders' full medical records and some parents have not sent in the required medical forms. She records information electronically but house staff cannot access her confidential medical file if needed for more acute issues in her absence. The medical form does not currently give consent for the administration of first aid and appropriate non-prescription medication, nor for medical, dental or optometric treatment or emergency medical intervention. Boarders over sixteen can self-medicate but written risk assessments are not carried out. Boarders are registered with a local general practitioner and can choose to see a male or female doctor. They have access to local health and welfare services and to an educational psychologist at the college. Boarders' rights to confidentiality are respected. Individual boarders are well supported but those with on-going physical and mental health problems do not all have appropriate and specific health care plans drawn up, and essential medical equipment is not sufficiently available. Boarding staff have not all received the necessary training to provide effectively for boarders' care.
- 4.22 Appropriate fire safety and general health and safety arrangements are effectively managed. Fire drills in boarding time are held at least once each term. Boarders who arrive at the start of term receive a good induction, covering rules and routines but this does not always happen for those arriving later in the term, although everyone is told about fire safety. The contact details for various helplines and the Children's Commissioner are clearly displayed, but the college has failed to identify an independent listener as required. Inspection evidence does not support the majority of boarders' questionnaire responses that expressed dissatisfaction with the quality of food and availability of snacks, although the number responding was very low. Food served in the house is of good quality and provides sufficient variety. Menus are changed frequently and reflect the boarders' cultural and religious backgrounds. When catering staff are informed of any boarders' allergies, food is clearly and appropriately labelled. Snacks are available after supper and drinking water is always available. Boarders' possessions are protected by the provision of safes in their rooms. They are able to buy personal items and stationery locally.

Bedding is washed by the college and boarders launder their own clothes in the machines provided. A comprehensive activities programme of sporting, cultural, cinematic and theatrical events is provided, although the constraints of the lesson timetable sometimes restrict participation. Boarders usually contact their families overseas through the internet, but internet speed and access are currently poor, thus restricting boarders to highly expensive mobile telephone calls.

- 4.23 The effectiveness of arrangements for the welfare and safeguarding of the boarders is unsatisfactory because the required standards for child protection and boarding staff recruitment are not met. Some boarding staff have not received the necessary child protection training and some have started work before all the required checks have been completed. Effective procedures guard against bullying and harassment, promote good behaviour and deal with any misbehaviour. Suitable procedures clarify the circumstances in which physical restraint or searching boarders and their belongings might be used. Boarding staff have appropriate job descriptions and receive induction training when new in post. Interim appraisals of performance have already taken place for the new staff, including identification of opportunities for professional development and training. The staff handbook contains all policies and boarding procedures and helps staff to achieve common goals and consistent practice. The college ensures a good provision of houseparents and at least one is always on duty during the day, with one awake throughout the night. Boarders say there is always a houseparent to talk to. Boarders can easily contact staff at night through the internal telephone system in each room. Residential staff accommodation is situated at the end of each corridor and access by boarders is suitably restricted. Supervising staff generally have sufficient experience and expertise. The school does not appoint guardians but requires one for boarders under the age of sixteen. These younger boarders are accompanied to and from the college during the day. Suitable procedures monitor the whereabouts of boarders through a signing-out system. An appropriate policy for searching for missing boarders is understood by staff.
- 4.24 The effectiveness of leadership and management of the boarding provision is unsatisfactory, due to serious shortcomings in safeguarding arrangements and the provision for boarders' health and medical care. These areas have not been effectively monitored and staff have not shown sufficient awareness of the required minimum standards. As a result, deficiencies have not been identified and remedied. The boarding house opened in September 2014 with new staff and boarders in a new building. Insufficient time and planning have meant that the provision does not yet meet the required standards and has put aspects of boarders' health and welfare at risk. The new senior boarding managers have considerable experience in boarding and ensure that the day-to-day organisation and management of the house is smooth and efficient. The staff treat boarders as individuals and know them well, and the students appreciate this. The two heads of boarding have created a happy and caring house for the boarders and both are determined to make a success of the boarding house. They have forged good links with the college and effective relationships with teaching staff. Regular pastoral meetings enable boarders' individual needs to be identified and met. The boarding house has set out clear and realistic aims and objectives but these are not yet fully realised.

5. THE EFFECTIVENESS OF GOVERNANCE, LEADERSHIP AND MANAGEMENT

5.(a) The quality of governance

- 5.1 The quality of governance is sound.
- 5.2 Although many aspects of the support provided by proprietors are good and help to realise the college's aims, governance is not yet rigorous enough because it does not ensure full compliance with regulations. Proprietors, primarily through the chief executive officer (CEO), have a good oversight of the success of the school and the challenges facing it. They provide appropriate stimulus for the school leaders to ensure that academic aspirations are clearly promoted and effectively achieved. Proprietors have a good understanding of the strategic priorities necessary to sustain the college's continued success, and are aware of the need to maintain development of the curriculum and the physical resources of the college.
- 5.3 Proprietors achieve a good insight into the day-to-day operation of the college through monthly reports from the principal, fortnightly meetings with the principals of the three colleges in the group, and by regular communication with the director of operations and the principal head of boarding and welfare, whose responsibilities on behalf of the board extend across all three colleges. The CEO visits the college regularly and occasionally visits lessons and meets curriculum leaders. Prudent financial planning ensures that physical and human resources adequately meet the college's curricular needs. The board has recently shown great confidence in the college's future by opening a boarding facility.
- 5.4 Proprietors are not sufficiently successful in ensuring appropriate standards of health and safety. The CEO reviews the wording of many of the college's key policies but the governance structures and processes for monitoring compliance with regulations have not been efficient or rigorous enough in the recent past to ensure their effective implementation. Regular safeguarding meetings are held, at which proprietors ask appropriate questions and raise pertinent issues, including the annual review of the policy and procedures, but they have not always gathered sufficient evidence to identify significant and serious shortcomings in safeguarding matters and boarding provision.

5.(b) The quality of leadership and management, including links with parents, carers and guardians

- 5.5 The quality of leadership and management is sound.
- 5.6 The leadership team ensures that the academic aims of the college are fulfilled and that it runs smoothly and efficiently on a day-to-day basis. The college has recently undergone significant changes in the leadership structure. An improved clarity of educational direction is enhancing its sense of purpose and commitment to providing a high quality of academic provision and ensuring strong personal development for students. Discussion of the imminent changes in timetable arrangements have already enabled staff to consider improvements to the curricular and extra-curricular provision offered. Middle leadership roles have been expanded, and the increased authority and responsibility given to this tier of management, including the curriculum area leaders and heads of year, are providing stronger leadership. The effectiveness of their evaluation of school procedures and practices is not yet fully developed. Staff at all levels share a strong sense of purpose to develop the talents

- and potential of, and provide high quality pastoral care to, each student in an intensive but relaxed environment.
- 5.7 The self-evaluation carried out by the college leadership has been effective in identifying many of the key areas for improvement although, historically, this has not always been so. The college's development plan outlines realistic and achievable targets and strategies to secure improvements in key academic and pastoral areas. The positive outcomes for students' academic success and personal development have not been matched by the implementation of up-to-date policies and practices in all areas, most notably in safeguarding welfare. There have also been other deficiencies in arrangements for the welfare, health and safety of both day students and boarders.
- 5.8 New structures and policies are in the early stages of implementation, with a focus on the longer-term improvement of the education provided by the college, although immediate prioritisation of regulatory shortcomings has not been so successful. For example, safeguarding has received considerable attention, with the recent introduction of monthly review meetings, but these have not yet had a positive impact on either the provision of induction training in safeguarding or the efficiency of the pre-appointment checks on staff and proprietors. The process for carrying out these recruitment checks is not rigorous enough and those of identity, the right to work in the UK, medical fitness, criminal records and barred list checks, previous employment history and references have sometimes been late. Overseas police checks have not been completed when necessary. The monitoring of implementation of policies for students with SEND and EAL within subject departments has not yet been fully developed.
- 5.9 The college has a good appraisal system and has undertaken robust performance management of academic staff. The provision and monitoring of continuous professional development has not been well managed in the recent past. A suitable induction programme for new staff supports their roles and responsibilities, but training in safeguarding, welfare, health and safety, has not been carried out promptly enough. Opportunities for staff to share the best teaching strategies evident within the college are limited.
- 5.10 The small number of parents who responded to the pre-inspection questionnaire are highly satisfied with the education and support provided for the students. They particularly highlighted the progress made, the range of subjects studied, and the care given to their children. The college has maintained good relationships with the parent body. Procedures for handling concerns and complaints follow the published policy which is available to parents, and, on the rare occasions when complaints have been made, they have been responded to appropriately.
- 5.11 Information about the college and its policies are easily available. All of the required information is accessible to parents through the college website. Parents receive an informative introductory handbook by email at the start of each academic year. The college provides parents with detailed summary reports after each examination practice period, as well as a termly report. These reports are generally of high quality and give feedback on both effort and attainment, with most giving very clear advice on how a student can improve, although there is some inconsistency of style between subjects in this regard. Parents are satisfied that they receive timely responses to their questions. Various events are arranged for parents to be involved with college life, although participation is not always consistently high. The college's communication and involvement with parents who live overseas are not yet fully

developed, and electronic infrastructure is currently being enhanced to conduct an 'on-line' parents' evening.

What the school should do to improve is given at the beginning of the report in section 2.