

# Ealing Independent College

Independent school standard inspection report

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Reporting inspector	Mike Thirkell

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## **Purpose and scope of the inspection**

This inspection was carried out by Ofsted under Section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.<sup>1, 2</sup>

## **Information about the school**

Ealing Independent College is situated in Ealing, west London. Established in 1992, it has occupied its present site since 1997. Registered for 140 male and female students between the ages of 13 and 19, there are currently 123 attending. All students of compulsory school age attend the college full time. Students are predominantly British, with a range of ethnic heritages, and about 20% of older students are from overseas. There is one student with a statement of special educational needs but the college identifies other students who require additional support. A significant number of students who have previously experienced difficulties in their education attend the college. It expresses its aim of building confidence by 'bringing together students who have the same high expectations, teaching them in small groups, encouraging them to work hard and giving support and guidance, so that each individual can achieve the highest results of which he or she is capable'. The college was last inspected by Ofsted in November 2007.

## **Evaluation of the school**

The college provides a good quality of education and successfully meets its core aims; students comment on the homely atmosphere provided for learning. Leadership provides clear vision, supported by the hard work of all staff. Teaching and assessment are outstanding. Students have positive attitudes to learning, behave well, and make good and sometimes outstanding progress. Students' spiritual, moral, social and cultural development is good and they confirm that they feel well cared for and secure; attendance is good. Safeguarding procedures are good overall. The college has improved since the last inspection and now meets all requirements for registration as an independent school.

## **Quality of education**

The curriculum is good and is supported by appropriate plans and schemes of work. It is tailored to the individual needs of students of all ages and abilities. The college day is considerably extended to provide additional support for students. All have access to a suitably wide range of A-level and GCSE courses. Students of compulsory school age study most National Curriculum subjects including English language and literature, mathematics, science, information and communication technology (ICT)

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<sup>1</sup> [www.opsi.gov.uk/acts/acts2002/ukpga\\_20020032\\_en\\_14#pt10-ch1-pb4-l1g162](http://www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162)

<sup>2</sup> [www.opsi.gov.uk/ACTS/acts2005/ukpga\\_20050018\\_en\\_15#sch8](http://www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8)

and a modern foreign language. The creative and aesthetic aspects of the curriculum have been extended during the last three years to include art. There are good opportunities for regular physical activities at nearby sports facilities. A good programme of support is provided for students with special educational needs and for any overseas students who have a weak command of English.

Students develop skills in speaking, listening and literacy through opportunities to participate in assemblies and tutorial time as well as through the curriculum. Teachers play a key role in developing these skills because they are effective communicators. Good provision is made for personal, social and health education and citizenship through assemblies and tutor periods. The intended emphasis on personal development is reflected in the quality of this provision. Students of all ages and abilities are made aware of future pathways and these are discussed on an individual basis. This, combined with their broad curriculum experience, provides good preparation for their future lives. Careers guidance is provided in tutor time and through opportunities for discussions with personal tutors, including support for developing interview skills.

A range of additional and extra-curricular activities is provided. The college recognises that the programme of activities would benefit from extension. A small number of parents and carers agreed with this in their responses to the pre-inspection questionnaire. Overseas students are familiarised with London and the south-east through a well planned induction course.

The quality of teaching and assessment is outstanding. The strength of teaching is the way it helps students make good progress. The progress of students with special educational needs and/or disabilities and those who have experienced difficulties in their education in the past is outstanding. Teachers plan and structure lessons very well. Lessons employ a wide range of strategies for managing learning and engaging students. In general, they are planned to ensure effective use of time. Teachers are experts in their subjects and this supports their ability to extend learning by references to a range of examples.

Questioning is very good; it is used effectively to challenge the most-able and to encourage those less-confident. For example, in a Year 11 chemistry revision class, questioning was used to actively engage all students, to reinforce and ensure their understanding, and to promote study skills. Students are encouraged to think independently by being challenged to deduce answers to questions from their existing knowledge.

Teachers demonstrate their good knowledge of students' individual learning requirements by employing questions that are carefully matched to these differences. Students taking GCSE courses reflect on the good support provided and the frequent opportunities that they have to speak with teachers and tutors. They respond exceptionally well to their teachers, who show high expectations of what each student can achieve. Behaviour is outstanding and students invariably show a positive attitude to learning. There are sufficient resources to support teaching and learning, including a good range of computers for ICT.

Academic progress is supported effectively by outstanding assessment procedures, including the monitoring and support of individuals, which are appropriate to the students' needs and the size and nature of the college. Assessment is guided by a clear framework and policy, including for marking. A key strength is the frequency of feedback to students about their work and progress, which students recognise. It is supported by the small size of classes and the positive relationships students have with their teachers. Detailed records of individual students' progress are maintained by subject teachers and stored in central records. The information is used effectively in monitoring progress and to inform teaching. Additional classroom support for students identified as having special learning needs is good, supported by the provision of individual education plans and summaries of individual needs.

### **Spiritual, moral, social and cultural development of students**

Provision for students' spiritual, moral, social and cultural development is good. The range of experiences at college supports their developing self-confidence and self-esteem, aided by their excellent relationships with their teachers. A strong sense of community pervades the college and students comment on the friendly and homely atmosphere. Their behaviour is outstanding and their social development is good. They are respectful of staff and each other. They have positive attitudes to learning and say that they enjoy college because they can increasingly see a successful outcome to their efforts. Students attend regularly and the college has clear procedures for dealing with lateness. Regular assemblies focus on spiritual and moral development and on developing a wider awareness of literature, philosophy, the arts and achievement.

Students learn from each other about their different heritages. Those of compulsory school age have suitable opportunities to develop an understanding of public services and institutions in England, through business studies and economics as well as through the tutorial programme. An organised programme of excursions and activities, including a trip to France, supports students' developing awareness of other cultural heritages. Students are involved in their college community by organising a healthy eating menu and a college 'prom', and in the wider community through collecting money for charities.

### **Welfare, health and safety of students**

Provision for welfare, health and safety is good. Students confirm that they feel well cared for and safe. Provision for students' welfare, health and safety is supported by the full range of required policies and procedures including training for staff, while implementation is monitored and guided effectively by key members of staff. Students are encouraged to eat healthily and to take regular exercise. All matters relating to fire protection and safety are documented meticulously; regular checks and fire drills are recorded. Thorough monitoring supports students' good attendance. The college fulfils its duties with respect to the Disability Discrimination Act 1995, as amended.

## **Suitability of staff, supply staff and proprietors**

The college complies with requirements, including the most recent guidance with respect to medical checks made on staff, raised as an issue by the last inspection. All the required information is recorded in a single central register.

## **Premises of and accommodation at the college**

The premises and accommodation are suitable for the number of students and meet all requirements. The college building is soundly constructed and well maintained. Classrooms are of adequate size for the number of students using them and they are appropriately furnished. Since the last inspection, specialist accommodation has been improved through the total refurbishment of the chemistry laboratory to provide high quality facilities. The college has a rolling programme of development of the existing specialist provision for science and art. Students make constructive use of the room provided for private study. The college has improved the outdoor recreation facilities for students since the last inspection; they now have the opportunity for the supervised use of an adjacent park at lunchtime. Suitable facilities for students who may become ill are provided.

## **Provision of information**

The provision meets all the regulations. All the required information is available in the prospectus and on the very comprehensive college website, including policies in relation to behaviour, tackling bullying, sanctions and exclusions, and safeguarding students. A flow of useful information for parents and carers is provided through the college internet portal. Detailed termly reports on students' progress are of very good quality and play an important role in supporting the good progress made by students. There are established links with the local authority that support the regular review of statements of special educational needs.

## **Manner in which complaints are to be handled**

The complaints policy fully meets the requirements. Matters relating to the composition of the panel for the hearing of a complaint, highlighted by the previous inspection as an omission in the complaints policy, are now included in the complaints policy.

## **Compliance with regulatory requirements**

The proprietor has ensured that the college meets The Education (Independent School Standards) (England) Regulations 2010, schedule 1 ('the Regulations').

## **What the school could do to improve further**

While not required by regulations, the college might wish to consider the following point for development:

- consider how the range of extra-curricular activities can be developed.

## Inspection judgements

outstanding	good	satisfactory	inadequate
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### The quality of education

Overall quality of education		√		
How well the curriculum and other activities meet the range of needs and interests of students		√		
How effective teaching and assessment are in meeting the full range of students' needs	√			
How well students make progress in their learning		√		

### Pupils' spiritual, moral, social and cultural development

Quality of provision for students' spiritual, moral, social and cultural development		√		
The behaviour of students	√			

### Welfare, health and safety of students

The overall welfare, health and safety of students		√		
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## College details

<b>School status</b>	Independent		
<b>Type of school</b>	Sixth form college		
<b>Date school opened</b>	1992		
<b>Age range of students</b>	13–19		
<b>Gender of students</b>	Mixed		
<b>Number on roll (full-time students)</b>	Boys: 69	Girls: 41	Total: 110
<b>Number on roll (part-time students)</b>	Boys: 4	Girls: 1	Total: 5
<b>Number of pupils with a statement of special educational needs</b>	Boys: 1	Girls: 0	Total: 1
<b>Annual fees (day students)</b>	£10,495		
<b>Address of college</b>	83 New Broadway, Ealing London W5 5AL		
<b>Telephone number</b>	0208 579 6668		
<b>Email address</b>	<a href="mailto:ealingcollege@btconnect.com">ealingcollege@btconnect.com</a>		
<b>Headteacher</b>	Dr I Moores		
<b>Proprietors</b>	Mr D Game, Ms L Badenoch		