

David Game College

69 Notting Hill Gate, Notting Hill, London, W11 3JS

Inspection dates

3–5 December 2013

Overall effectiveness	Good	2
Pupils' achievement	Outstanding	1
Pupils' behaviour and personal development	Outstanding	1
Quality of teaching	Outstanding	1
Quality of curriculum	Good	2
Pupils' welfare, health and safety	Good	2
Leadership and management	Good	2

Summary of key findings

This school is good because

- The college meets its aims very well as students grow considerably in self-confidence and self-esteem during their time at the college and their behaviour is outstanding.
- Most students make outstanding progress and achieve very well as a result of effective teaching, academic mentoring and hard work. They achieve their aim of gaining a place at a British university.
- The broad range of well-planned courses prepares students very well for the next stage of their education.
- Provision for students' welfare, health and safety is good. Both British and international students are made to feel welcome and arrangements for students' welfare, health and safety are effective.
- The college is well led and managed and leaders have ensured that teaching and students' achievements are outstanding. Senior leaders are well aware of what the college needs to do to continually improve and have devised strategies to help it to do so.

It is not yet outstanding because

- The timetabling of sessions needs to be reviewed to ensure there are more breaks between the long teaching sessions.
- There is limited provision for students of compulsory school age to visit the local park during the school day.

Compliance with regulatory requirements

- The school meets schedule 1 of the Education (Independent school Standards)(England) Regulations 2010, as amended by the Education (Independent School Standards) (England) (Amendment) Regulations 2012 ('the independent school standards') and associated requirements.

Information about this inspection

- The inspection was undertaken with one day’s notice. The inspectors observed 25 lessons, taught by 20 different teachers, some of which were accompanied by the vice-principals.
- Meetings were held with college leaders, teaching staff and students.
- No information was available from Parent View online questionnaires. Questionnaires from 21 staff were considered.
- Written evidence, including work in students’ books, schemes of work and data on students’ progress, was examined.

Inspection team

Jill Bainton, Lead inspector	Additional Inspector
Peter Callaghan	Additional Inspector
Rory O’Doherty	Additional Inspector

Full report

Information about this school

- David Game College is an independent tutorial college that prepares students for entry into higher education, by offering a range of International GCSE, AS and A-Level courses, English as a foreign language and a University Foundation Course. It is registered to admit students between 13 and 19 years of age. Currently 262 students are on roll, 12 of whom are of compulsory school age. No student has a statement of special educational needs. A number of the students are from countries other than the United Kingdom and speak English as an additional language.
- The college opened in 1974 and occupies two sites in the Notting Hill area of west London. The college makes use of an additional off-site location for physical education.
- The college aims to 'build students' self-confidence and self-esteem so that all can learn in a supportive environment'.
- The last inspection was in October 2010.
- The school requested to change the age range from 13 to 19 years of age to 14 to 21 years as part of the inspection.

What does the school need to do to improve further?

- Review timetabling arrangements to ensure that there are more regular breaks between the long teaching sessions.
- Provide more planned opportunities during the school day for students of compulsory school age to engage in recreational activities by visiting the local park.

Inspection judgements

Pupils' achievement

Outstanding

Students' achievement overall is outstanding across the wide range of courses taken and especially in mathematics, economics and science A levels. This outcome is due to highly effective teaching, a very well-planned curriculum and the hard work of students. They are very well prepared for entry to British universities. Students who come to the college from abroad with varying levels of competency in English make rapid progress in both written and spoken English, which helps them considerably in their other studies. Those at a more advanced level in English become more fluent and use colloquial phrases in their speech. Students on the academic courses achieve very well. They are tested on entry using standardised tests, and this information is then used very effectively by teaching staff to support the students' learning. Most students who enter to take International GCSE awards have had varying educational experiences, both in Great Britain and overseas and achieve commendable results. Most examinations are taken following a one-year intensive course. British students often join the college to retake A-level subjects and are very successful in their examinations. Most students achieve very well at AS and A level and the majority go on university. In 2013, almost two thirds of the students studying at A level went on to a Russell Group university. Those students studying the University Foundation Course are all accepted for places at a wide range of British universities, including those in the Russell Group.

Pupils' behaviour and personal development

Outstanding

Students' behaviour and personal development are outstanding. The students confirm that they have come to the college to learn and are very well supported by the staff, especially their personal tutors. They know there is always someone to talk to and feel they can always ask for help; this support assists them to settle quickly into life at the college. They are very respectful to others both in lessons and around the college and racial harmony is effectively promoted. Students commented that they enjoy mixing with others from all around the world, especially in the new college café, where chess is proving to be a very good ice-breaker between students from different backgrounds and cultures. Their attendance is very good and lateness is very much discouraged. The students were happy to engage the inspectors in conversation and were very welcoming, discussing their life at the college and how well they have settled. They confirmed that they feel safe and that bullying is not an issue but they felt that any incidents would be dealt with appropriately by the staff should any occur. They feel they are treated as young adults whose views are carefully considered and valued.

The provision for students' spiritual, moral, social and cultural development meets all the requirements of the independent school standards. A prayer room is set aside for students' use. The weekly assembly, which is carefully planned, gives the students a wealth of opportunities to learn about British culture, services and institutions. Visitors to the college, for example representatives from industry, including the financial sector, share their skills and students have had the opportunity to visit the Bank of England. Some students recently visited the Houses of Parliament and they also go to museums, galleries and theatres. The enrichment and charity fund-raising programme strongly supports the students in developing social and cultural awareness. The well-structured programme of personal, social, health and citizenship education for students of compulsory school age is very well suited to their needs. Leaders ensure that when controversial and political issues are considered, steps have been taken to offer a balanced presentation of opposing views.

Quality of teaching

Outstanding

Teaching is consistently at least good and much of it is outstanding, enabling the students to make first-rate and sustained progress according to their varying starting points. Teachers are required

to condense requirements the examination syllabi into very tight timescales, with students often taking examinations in one year instead of two. In response, most of the students work very hard, and are highly motivated. However, often they are required to work without sufficient breaks in between very long teaching sessions. There are opportunities for discussion in lessons but these are sometimes limited, often due to time constraints in needing to cover syllabus requirements. However, some teachers use more practical approaches and a variety of tasks, for example in geography, where students analysed photographs to show the effects of a hurricane, enabling them to gain an increased understanding of its social and economic impact, through peer discussion. There is good use of information and communication technology in some lessons.

Relationships between teachers and students are excellent and lessons are often infused with good humour and courtesy. Teachers are very well qualified in their subjects, plan their lessons well, create high expectations and the pace in lessons is very brisk. Students' behaviour is outstanding. Teachers are fully aware of the different previous learning experiences of their students and adapt their teaching accordingly, whenever possible. They use focused and targeted questioning to check learning very frequently during lessons and to ensure that the students are kept engaged. Teachers provide helpful learning and revision guides and, through the rigorous system of testing, ensure that students are kept on track. Students appreciate this provision and confirm that teachers are extremely helpful and supportive, especially in preparing them for examinations and university entrance. Teachers are very good at identifying when a student is in need of additional support, which is provided in small tutorial sessions. The personal tutors are key to the students' success, which students confirm is the case, and they know there is always someone to turn to if they need help. Assessment systems are very thorough and methodical and ensure that students know how well they are doing and what they need to do to improve. Parents and carers are kept very well informed through the college's effective reporting systems.

Quality of curriculum

Good

The curriculum is good and very well supported by detailed schemes of work largely based on examination course requirements. It enables students to achieve outstandingly well. The college provides courses of study to meet the specific needs of a wide range of students. Students can take examinations in the International GCSE, as well as AS and A levels in a wide range of subjects. The majority of students join the college to take AS and A level courses in one or two years. In addition, the University Foundation Programme, devised by the college, prepares students very well for direct entry to university and is externally examined by a group of British universities. This programme, which is aimed at both British and overseas students, consists of mathematics, information and communication technology and communication skills initially and is then followed by modules in a wide range of subjects. The college has good provision for teaching English as an additional language, both as a separate subject and when integrated into the wider curriculum.

An exemplary feature is the flexibility that the college can provide for students to take a combination of subjects and examinations. The college encourages students to take a breadth of subjects to prepare them for university entrance and life after college. Personal, social, health and citizenship education (PSHCE) is integrated into the curriculum and embedded in the life of the college. Careers education focuses both on preparation for university entrance and the development of suitable life skills. Students are extremely well prepared for university entrance with individual support throughout. Students of compulsory school age have weekly planned physical education lessons and occasional visits to the local park for recreation during break times. The college now plans to extend this recreational provision on a more regular basis.

Extra-curricular activities include football training with a specialist coach and participation in a local league, and chess, debating and reading clubs. Visitors include representatives from charitable organisations and local services, including the health, police and fire services.

Pupils' welfare, health and safety**Good**

Arrangements for the students' welfare, health and safety are good and all the regulations are met. The college has devised and implemented an appropriate range of policies and procedures, including those for child protection, first aid, and health and safety. There are appropriate policies for the management of behaviour and the prevention of bullying. Arrangements for the safeguarding of the students are very good. The college has ensured that all staff are trained at an appropriate level in child protection, including the designated officer. Staff have been checked for their suitability to work with children and the information is held on the required single central register of staff appointments. There are trained staff for first aid and all accidents are recorded. Detailed risk assessments are carried out for the premises and for visits outside college. A fire risk assessment has been carried out and is reviewed annually. All fire equipment is checked regularly and fire drills take place and are recorded termly. There are opportunities within the curriculum for the students to consider healthy lifestyles, with opportunities for regular exercise. Healthy eating is encouraged and promoted in the cafe. Admission and attendance registers meet the regulations.

Leadership and management**Good**

Leadership and management are good and ensure that students can achieve outstandingly well. The proprietor takes an active role in the management of the college and has ensured that all the requirements of the independent school standards are met. There are effective procedures in place to safeguard students' welfare, health and safety. The quality of the curriculum, teaching and pastoral systems enable students to make excellent progress, enjoy their time in college and move very successfully to the next stage of their education. The proprietor is well supported by two vice-principals, whose combined roles cover the management needs of the college. The senior management team take responsibility for both the academic curriculum and pastoral care. They meet regularly and take action when appropriate. They have established a system to monitor the quality of teaching, which is well documented; teachers have an annual appraisal and opportunities for appropriate training, mainly attending examination training courses. Staff responded very positively in the questionnaires and effectively support the college's mission. The management team shares an accurate view of the college's performance, which is supported by plans for continuous improvement. The college is well organised and runs smoothly. Leaders are aware of the need to review the timing of sessions to ensure there are sufficient breaks between teaching sessions and of the need to extend the recreational provision for students of compulsory school age.

The college premises and accommodation are good and are enhanced by a very large collection of contemporary art. All the required information is provided for parents and carers and the college has an appropriate complaints procedure. The college's application to change the age range from 13 to 19 years of age to 14 to 21 years was approved by the DfE during the inspection.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of education and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of education that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of education it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and/or the quality of education has serious weaknesses.

School details

Unique reference number	100544
Inspection number	422691
DfE registration number	207/6386

This inspection was carried out 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.

Type of school	Tutorial College
School status	Independent School
Age range of pupils	13–19 years
Gender of pupils	Mixed
Number of pupils on the school roll	262
Number of part time pupils	0
Proprietor	David Game
Vice Principal	John Dalton
Date of previous school inspection	12–13 October 2010
Annual fees (day pupils)	£12,000-£16,000
Telephone number	0207 221 6665
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