

Educational Excellence and Wellbeing

112–114 High Street, Croydon, Surrey CR0 1ND

Inspection dates

10–12 November 2015

Overall effectiveness

Good

Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Satisfactory

Summary of key findings for parents and pupils

This is a good school

- The proprietor, headteacher and senior team have taken successful steps to improve the school since the last inspection.
- Through the commitment and determination of the proprietor, senior leaders and staff, teaching, learning and assessment have improved rapidly and are now good. As a result, pupils are keen to learn. They achieve and behave well.
- The wide range of subjects meets pupils' needs so that they re-engage with their learning.
- Pupils' attendance improves markedly over their time at the school. They feel safe and secure because of the good care and attention paid to their well-being by staff.
- Pupils' progress is good, particularly in basic skills. All pupils gain qualifications that leave them well prepared for the next stage of their education.
- Arrangements for safeguarding meet requirements and help to ensure pupils are safe.
- The headteacher and proprietor have ensured that all the independent schools standards are met.

It is not yet an outstanding school because

- Pupils do not always receive the effective advice on improving their work that is prescribed in the school's marking policy.
- The staff's presentation and accuracy in writing do not always provide good examples to pupils.
- Some pupils rely too heavily on adults to supervise their learning.
- Checks on teaching by leaders do not always show that actions for improvement are clearly agreed, carried out and recorded.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve teaching and learning so that pupils make outstanding progress by ensuring that:
 - teachers demonstrate good standards of presentation in their own writing, on paper and on whiteboards, in order to help pupils improve their own presentation of work and accuracy in their use of language
 - pupils become more responsible for their own learning and behaviour
 - teachers consistently follow the school's marking policy to show pupils how to improve.
- Strengthen leaders' checks on teaching and ensure that ways of improving are agreed and acted upon and that a record of actions is kept.

Inspection judgements

Effectiveness of leadership and management is good

- The proprietor and headteacher provide determined and effective leadership. The senior team's clear vision, expressed in the school's motto, 'Inspired, Motivated and Involved', underpins all aspects of the school's work to improve the life chances for its pupils. The headteacher, proprietor and senior team have improved the school since the last inspection.
- The school's leaders have ensured that effective arrangements are in place for checking and managing the performance of staff. The tailored school system, which provides accurate information on pupils' behaviour, attendance and progress, enables leaders to make informed decisions about salary increases for staff, based on their performance.
- Staff have received regular and well-considered training and development. Largely as a result, teaching has improved from satisfactory to good so that pupils make good progress.
- The strong ethos of care and support from staff ensures that pupils grow in confidence, develop positive attitudes to learning and improve their basic skills in English and mathematics.
- The range of subjects, both academic and work-related, is well organised and meets the needs of pupils. From basic qualifications in literacy and numeracy to GCSE examinations, pupils can follow a wide range of interesting courses that engage and motivate them. In addition, all pupils benefit from following a fitness, health and well-being programme, provided by a well-known local football club.
- Pupils' personal development, well-being and work skills are promoted throughout lessons. This also contributes strongly to their spiritual, moral, social and cultural development. Pupils have many opportunities to discuss and consider their own opinions and those of others. Through creative courses in art and music, pupils think about their learning and how their inner feelings relate to the world around them. Festivals from different religions and cultures are regularly celebrated in the school. For example, during the inspection, pupils took part in a number of activities that marked Diwali and Remembrance Day, which occurred on the same day.
- Pupils have a well-rounded appreciation of British institutions and values. After visiting the Houses of Parliament, they conducted their own elections for the pupil council. This provided the focus for their work on democracy. Following appropriate checks, pupils have been able to speak with an inmate from a local prison about his experiences. These activities, together with interesting class discussions, enable pupils to be well prepared for life in modern Britain.
- Parents who responded to the online questionnaire, Parent View, are very satisfied with the school and its work. Regular telephone calls, texts, emails and newsletters enable staff to keep parents up to date with their children's progress, well-being and safety. As one parent reported, 'We are very happy with the level of support we have received from the school and the positive impact it has had on my child's behaviour'.
- High levels of staff supervision around the school site, on trips and during visits, at work placements and when attending sport and leisure venues, help to keep pupils safe.
- Leaders have high expectations of staff. Since the last inspection, leaders have improved rapidly the quality of teaching. The headteacher and proprietor regularly monitor the quality of teaching. However, occasionally checks on teaching do not ensure that actions for improvement are clearly agreed, carried out and recorded. Also, not all teachers consistently follow the school's marking policy.
- Staff and pupils are proud of their school. As one pupil commented, 'Teachers seem to really care about us and it is a really safe place to be'.
- The school receives very sound advice from local authority officers who work in close partnership with school leaders.
- Leaders have ensured that all the independent school standards are met for leadership and management of the school's work, including those relating to safeguarding and child protection.
- **The governance of the school**
 - The proprietor, who is a qualified teacher, was previously the school's headteacher. He regularly supports the headteacher by observing teaching and, as a result, he has an excellent grasp of the school's strengths and areas for improvement. He is passionate about the school and is very much a 'hands-on' proprietor, for both the school's day-to-day running and its strategic direction.
 - The executive board advises and reviews all aspects of the school's work. Its membership is drawn from a wide variety of professions, which include education, finance, health and safety, insurance, law and marketing.
 - The proprietor has an excellent understanding of performance information. He was involved in

developing and setting up the school's own system for collecting information on pupils' progress, staff performance and safeguarding.

- Performance management arrangements for staff are rigorous. The proprietor is fully involved in the process and, together with the headteacher, ensures that any salary increases are directly linked to pupils' performance. Suitable policies and procedures are in place for tackling underperformance.
- The proprietor has ensured that safeguarding policies and procedures meet requirements. He, and all senior staff, have attended safer recruitment and appropriate safeguarding training. By the end of term, all staff in the school will have completed the same safeguarding training.
- The proprietor liaises regularly with the referring schools and local authorities to ensure pupils who are in most need receive timely support.
- The proprietor is currently pursuing the 'fast-track' route with the Department for Education (DfE) in converting the school into a free school. The building next door to the school has already been secured for this purpose.
- The arrangements for safeguarding are effective. Leaders have ensured that the school's safeguarding and child protection policy is published on the website and is compliant with the Secretary of State's most recent guidance, *Keeping Children Safe in Education*. The school has a well-considered programme to deal with any risk of radicalisation or extremism that pupils may meet. The proprietor and senior leaders work in close partnership with the local authority and, where necessary, the police, to ensure pupils are properly protected.

Quality of teaching, learning and assessment is good

- The quality of teaching is typically good and enables pupils to fill in the gaps in their learning and to catch up.
- Teachers' planning builds effectively on pupils' previous learning, enabling them to engage well with interesting activities. Positive working relationships enable pupils to feel secure in asking for advice when they need it. As one pupil commented, 'Teachers engage with you much more here than in mainstream [school]'.
- Teachers have high expectations of pupils. Staff are very effective in encouraging pupils to take a more positive attitude to their learning than previously. As one pupil commented, 'You can have a joke and a laugh, but we know where the boundaries are'.
- Pupils receive regular feedback on their work. Teachers make good use of the range of information on pupils' performance to ensure work is set at the right level.
- Teachers do not always demonstrate good presentation in their own writing, either on paper or on whiteboards. This does not help pupils to improve their work or their accuracy in using language.
- Resources are used well to help pupils understand concepts. In a religious studies lesson, pupils watched a motivational and moving video clip entitled 'Quality of Life', which is about a man without any limbs. This stimulated a lively debate in which pupils discussed what it means to live a worthwhile life.
- Teaching is extended through a wide range of extra-curricular activities and visits. These often link directly to work studied in class. For example, a visit to the Globe Theatre was followed up with discussions about the life, work and times of Shakespeare.
- Leaders have ensured that all the independent school standards for teaching and assessment are met.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- All pupils have access to a nominated 'safe' teacher, who is available to provide one-to-one support.
- The school's systems for ensuring that pupils are safe are effective. Pupils feel safe in school. The site is gated, and entry to the main reception area is carefully monitored. Closed-circuit television is in operation throughout the school and pupils noted that this is one of the measures that help them to feel secure, and also to think twice about misbehaving. However, very occasionally there are incidents when pupils are not always fully in control of their emotions.

- All pupils sign an 'IT contract', which sets out clearly the school's expectations of how pupils should use new technologies responsibly. Pupils know how to keep themselves safe online and when using social media. The school does not shy away from making sure pupils have open discussions about sensitive issues, such as knife crime and sexual exploitation.
- The school's personal development and well-being lessons promote good attitudes for a healthy lifestyle and keeping physically fit. For example, rigorous checking shows that pupils comply with the policy of not bringing prohibited items such as fizzy drinks in their packed lunches. All pupils take part weekly in the fitness programme organised by the local football club.
- All the independent standards are met for pupils' personal development and welfare.

Behaviour

- The behaviour of pupils is good.
- The management of pupils' behaviour is very effective. Staff know the pupils well and are highly skilled at recognising potential triggers that could result in poor behaviour, and in keeping situations calm.
- Pupils are eager to learn, and most lessons have a calm and purposeful atmosphere. They understand the benefits of working hard and completing their work on time. However, sometimes pupils are over-reliant on adults for help with their learning. This is because some have not yet developed the necessary skills to enable them to take more responsibility for their own learning.
- Pupils have an increasing awareness of the types of behaviour that are appropriate for different situations. For example, activities that support travel on public transport, preparation for the world of work or taking examinations are carefully planned and managed to give pupils the best chance of success.
- Pupils' attendance improves markedly the longer they remain in the school and is much higher than when they attended their previous schooling. Overall, attendance is in line with what is expected in mainstream secondary schools. Pupils recognise the link between attendance and achievement. As one telling comment revealed, 'When I am ill I still want to come to school so I don't get behind'.
- Leaders have ensured that a full range of policies and procedures is in place so that the independent school standards for this aspect of the school's work are met.

Outcomes for pupils

are good

- Most pupils enter the school with levels of attainment that are well below those expected for their age. This is because many have previously shown negative attitudes to learning and have had significant disruption to their education. Some pupils have not attended mainstream schooling for up to two years.
- On entry to the school, pupils' skills and attitudes are rigorously checked using information from their previous schools, together with a variety of tests. This process ensures each pupil is placed on the right course, according to his or her ability, and is provided with a package of support.
- The school's information shows that all pupil groups make good progress from their low starting points in different subjects, including English and mathematics. Their progress speeds up the longer they remain in the school. This is as a result of the well-structured programme of support which gives them ways of managing difficult emotions and helps them to get on with their classmates and adults.
- Pupils take between five and nine GCSE subjects, which include English, mathematics, science and information and communication technology. In addition, they are able to study work-related courses in music and creative media, hair, nails and beauty, and art therapy. In 2015, all Year 11 pupils left with some form of accreditation, and proceeded to further education, training or apprenticeships. This year, almost half of Year 11 pupils are on track to make applications for A-level courses in sixth forms.
- The abilities of the most-able pupils are catered for well. Some are allowed to sit their GCSE examinations early where it is appropriate. This strategy allows more time for them to devote to their other subjects in order to achieve better grades. If pupils do not reach their target grade, they are able to re-sit the examination.
- Disadvantaged pupils and those with special educational needs make similarly good progress as their peers. This is due to the individual support, which meets their needs and helps them get back on track with their learning and achieve well.
- The school places a strong emphasis on developing pupils' personal development and well-being. This lies at the heart of the school's ethos and as a result, pupils are well prepared for the next stage of their education. This is shown by their regular attendance, their engagement in lessons and their positive working relationships with staff.

- Careers guidance is well planned, including external speakers and opportunities for each pupil to complete his or her own curriculum vitae and application forms to colleges. Pupils are successful in finding work placements, which range from catering establishments to law firms.
- Pupils reported that they were very appreciative of the opportunity to attend extra tuition after school, often up to 6pm, through a bursary donated by the proprietor.
- Leaders have ensured that all the independent school requirements related to pupils' outcomes are met.

School details

Unique reference number	137671
Inspection number	10006089
DfE registration number	306/6010

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, 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	Special day school for pupils with behavioural, emotional and social difficulties
School status	Independent school
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	32
Number of part-time pupils	15
Proprietor	J P Thangavala
Headteacher	S Moodley
Annual fees (day pupils)	£9,000–£29,100
Telephone number	0208 688 8665
Website	www.educationalexcellence.org.uk
Email address	info@educationalexcellence.org.uk
Date of previous inspection	16–17 October 2014

Information about this school

- Educational Excellence and Wellbeing is situated in the London Borough of Croydon. The school is privately owned by Educational Excellence and Wellbeing Limited, a company that specialises in education consultancy, training and planning. The school was registered and opened in November 2011 and provides an education for pupils who are at risk of permanent exclusion from mainstream schools and may have learning difficulties. The school received its first inspection in October 2012, when the quality of education was judged to be satisfactory.
- In February 2014, the Department for Education (DfE) commissioned a progress monitoring inspection. This was because there were concerns about safeguarding, and welfare, health and safety, and pupils' behaviour. The school had also applied to the DfE for a material change as the proprietor had planned to move to new premises and increase the number of pupils on roll. At the time of this monitoring inspection, the school had moved to new premises and appointed a new headteacher. The inspection found that the school did not meet a number of requirements for safeguarding, for welfare, health and safety, and for the new premises.
- In July 2014, an inspection was undertaken at the request of the DfE in order to monitor the progress the school had made in complying with the regulations that had not been met at the time of the previous monitoring inspection. During the July monitoring inspection, it was found that the school met all the requirements for independent schools.
- There are currently 47 boys and girls on roll, aged from 11 to 16 years, including 15 pupils who attend school on a part-time basis. Pupils are referred to the school by Croydon, Lambeth, Lewisham, Merton and Sutton local authorities.
- The proportion of pupils who are from minority ethnic groups is well above the national average. Just under a third of all pupils are White British. There are almost twice as many boys as there are girls.

- There are 19 pupils with a statement of special educational needs or an education, health and care plan.
There are currently seven pupils who are looked after by a local authority.
- Pupils attend off-site training at Waddon Leisure Centre for physical education and sport.
- There are no middle leaders in the school.
- Pupils are entered early for examinations.
- The school's aims are based on the belief that 'every child regardless of background or circumstance deserves a chance to succeed in life'.

Information about this inspection

- This inspection took place with one day's notice.
- The inspector observed teaching and learning in seven lessons or parts of lessons. He held informal discussions with pupils.
- There were 12 responses to the online survey, Parent View. The inspector also considered the school's own surveys of parents' and pupils' views. He met with the proprietor, headteacher, senior staff, a group of teachers and a representative from the local authority.
- The inspector reviewed key documents and policies, including those related to safeguarding, and scrutinised pupils' files and the school's information about pupils' attainment and progress.

Inspection team

David Scott, lead inspector

Ofsted Inspector

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