

# Exeter Tutorial College

44–46 Magdalen Road, Exeter EX2 4TE

## Inspection dates

1–3 November 2016

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for students	<b>Outstanding</b>
Sixth form provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The proprietor and leaders have developed a culture where students want to and can succeed in their study and in their personal development.
- The senior teachers play a highly effective role in the running of the school and in leading on safeguarding. This ensures that all of the independent school standards continue to be met.
- The quality of teaching is outstanding. Leaders set consistently high expectations of the quality of teaching, learning and assessment. This is also the case for students' retention, progress and skills development.
- Subject leaders plan, manage and evaluate study programmes so that students undertake highly individualised and challenging learning that builds on their prior attainment and prepares them very well for the next stage of their education.
- Staff ensure that they are up to date with examination requirements and tailor this exceptionally well to students' needs so they focus on areas to improve.
- Students are exceptionally well prepared for examinations and for transition to the next stage of their education. High-quality impartial careers advice and guidance ensures that students follow programmes of study that enable them to develop clear, ambitious and realistic plans for their future.
- Students are confident and conduct themselves well. They are thoughtful, caring and respectful citizens. They are punctual. They take responsibility for each other and report unanimously that they are safe and feel safe in the school.
- Leaders and staff lead by example to create a culture of respect and tolerance. Positive relationships support the progress of all students. The school promotes equality of opportunity and understanding of diversity so that the school is a harmonious learning environment.
- Parents report that they are highly satisfied with the school and the support their children receive for their academic and personal development.

### 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?**

- Sustain and further embed the outstanding quality of teaching by:
  - providing professional development opportunities for staff to extend their expertise to maintain the high standards the college sets
  - providing more formalised opportunities for staff to share effective practice.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- Senior leaders, including the proprietor in his role as principal, and two senior teachers, work hard to ensure that all of the independent school standards continue to be met. A strong ethos of high expectations, equality and inclusion ensures that the college runs smoothly and that new students quickly settle down to work and begin to thrive.
- Leaders have created a culture in which teaching is outstanding. Constant, informal discussions between staff ensure that students' academic progress is sustained. Teachers have maintained their subject expertise through links with examination boards. Leaders do not, however, plan training and development to ensure that the high-quality teaching is embedded and sustained. Nor do they enable teachers to learn from one another's practice as fully as they might do.
- Subject leaders plan well to support highly effective teaching. They also ensure that students know which areas of their work to focus on in order to improve.
- The curriculum is tailored to meet the individual needs of students and they are taught in ways that allow them to make rapid progress. Information, including assessments and examination results, is used carefully to inform choice and number of courses and subjects on an individual basis so that students have realistic goals to achieve.
- Leaders and staff strive for excellence, helping students overcome any previous disappointments in examinations or setbacks in their education. They work hard, and successfully, to impress upon students the need to attend lessons and to engage fully in their learning. As a result, attendance levels are high and progress is rapid.
- A strong culture of equality and diversity is promoted at all times. Students respect others, in particular with regard to protected characteristics.
- Students are prepared well for life in modern Britain through the positive relationships they share with each other and discussions in lessons.
- Extremist views and prejudice are not tolerated. Staff take opportunities in lessons to ensure that students understand the dangers of extremism and to protect them from radicalisation.
- Students have high-quality, impartial careers advice and guidance for a range of vocational and academic courses and apprenticeships. At the appropriate point they are enabled to make informed choices for the next stage of their education.
- Students in recent cohorts have been highly successful in A-level examinations and in gaining a place at university. They are currently pursuing a range of courses in line with their aims and specific interests.

### Governance

- The proprietor has an accurate view of the strengths of the provision. Procedures are monitored carefully so that high standards are maintained. Staff are well supported so that students are successful in their academic work and thrive in their personal development.
- Regular meetings with the senior teachers prioritise the needs of students so that their

individual needs are met and they are enabled to achieve well.

- The proprietor is a visible presence around the school. He takes time to get to know staff and individual students and their needs. This enhances students' experience and promotes a positive culture of equality and effective learning.
- The proprietor ensures that finances are used suitably to maintain the appropriate number of staff and to ensure that they have the necessary resources for their work.

## **Safeguarding**

- The arrangements for safeguarding are effective.
- The safeguarding policy is reviewed and updated to ensure that the college meets the statutory requirements in line with guidance from the Secretary of State. The policy is published on the college website and is available as hard copy in the college or on request.
- The designated safeguarding lead and deputy are trained to the appropriate level. All staff are trained appropriately and are informed of the latest guidance and requirements in all aspects of safeguarding.
- There is a strong safeguarding culture promoted by all. Leaders and staff are highly vigilant and aware of their responsibility to safeguard students. Staff know the procedures to follow in the event of any concerns raised by a student or a member of staff.
- Students are taught well about how to keep safe. They also receive appropriate guidance about e-safety, and the dangers of extremism or radicalisation.
- The college complies with the regulations in respect of the checks made on prospective employees with regard to their identity and suitability to work with students. As required, all recruitment and vetting checks are recorded in the college's single central register.

## **Quality of teaching, learning and assessment**

## **Outstanding**

- Teaching staff set consistently high expectations, demonstrate passion and enthusiasm for their subject and develop positive relationships so that students are eager to learn and succeed. Staff skilfully plan and adapt the curriculum so that students excel in meeting the requirements of the exam boards and their chosen courses. This also applies to students who have recently arrived at the college and previously prepared for exam boards and courses.
- Teachers ensure that students engage fully in their learning, are eager to achieve and make rapid gains in their chosen subjects. Perceptive discussions with staff ensure that students see the progress they are making and this promotes effective learning and good time management. Students attend additional sessions. These ensure that those who need to catch up make good progress and achieve well.
- Subject leaders manage and evaluate programmes of study so that students undertake highly individualised and challenging learning that builds on their prior attainment and prepares them very well for examinations. Teachers are highly committed to ensuring that students have the best possible chances of success.
- Teachers' knowledge of their subjects and of the requirements for examination boards is excellent. They choose a suitable range of stimulating texts and support materials to

provide for different styles of learning.

- Teaching, learning and assessment support and challenge students to make sustained and substantial progress in all aspects of their study programmes. Teaching enables any who fall behind to catch up swiftly and the most able to excel.
- Lessons are well planned and include helpful guidance on developing study skills. For example, they help students develop the ability to reason, to discuss and debate and see opposing views of an argument, or to complete a complex mathematical problem using different methods. In these ways, students are fully challenged and engaged in their learning.
- The college places a strong emphasis on ensuring students' written skills are well developed, which contributes to improvements in their note taking and independent study skills across the curriculum.
- In mathematics and science, teaching sets out clearly what is expected in presentation of work to show understanding, reasoning and application of knowledge. Students respond well to this clear guidance and make relevant notes on their diagrams and in their calculations, for example.
- Teaching often provides additional help for those students who require support or who need to catch up. Teaching staff are highly experienced and use effective strategies to ensure that students are able to keep up with their work and do not become discouraged.
- Teachers and leaders meet regularly to discuss and share information about the progress made by individual students, who in turn know how they are doing and what to do to improve. Half-termly reports help students to understand their progress and areas for focus in the next term.

## **Personal development, behaviour and welfare**

**Good**

### **Personal development and welfare**

- The school's work to promote students' personal development and welfare is good.
- Students' good attendance at college reflects their positive approach to learning. It shows that they are persistent in wanting to achieve as well as they can.
- They quickly settle and develop a renewed interest in learning in a college that provides tuition from experienced and knowledgeable teachers with a passion for their subject. The positive environment promotes students' well-being as well as making them eager to learn.
- Individual and small-group tutorial sessions provide guided support for students' personal development and learning. Staff nurture an enthusiasm for learning and often spark further interest in a particular topic which students then pursue further.
- Staff have established an ethos of respect and tolerance for all and, as a result, students develop a clear sense of responsibility for their learning and for each other. The encouragement and individual support provided by staff builds students' confidence and self-esteem in their ability to achieve.
- Staff are vigilant and work together with students to build a positive community of equality and inclusion. Students look after each other and alert staff to the needs of

others if they have concerns.

- Students learn to stay safe through the positive work that they undertake in lessons and through the curriculum. Students understand the need to protect themselves from radicalisation and extremism. Posters throughout the college promote staying safe. Teaching staff work particularly hard to ensure that students understand issues such as exploitative relationships, and know how to stay safe on the internet, including from cyber bullying.
- In discussion, students confirm that they are happy. They feel safe and secure in the college, and enjoy the relaxed, conducive learning environment. Students want to succeed.
- From backgrounds which often include negative experiences of education, students' self-confidence and self-esteem improve considerably over time. Evidence from discussions and lesson observations demonstrates that students mature well to become thoughtful and caring young people.
- Students and parents confirm that staff support for both academic work and personal development is excellent and that being in the college prepares them well for the next stage of their education.
- The school prioritises and ensures the well-being of students at all times.

### **Behaviour**

- The behaviour of students is outstanding. There is no disruption in lessons. Students take full responsibility for their learning and behave with consideration towards each other.
- Bullying or bad behaviour is rare. Staff work together to resolve any bullying issues that arise. Students support staff fully in their efforts to ensure a harmonious and positive learning environment where students feel safe and are free to be themselves.
- When they join the college, a number of students have achieved lower than expected grades in examinations. Staff set high but realistic expectations and work with patience and perseverance so that students settle well and focus. They enjoy learning because they know they are able to achieve. Previous failures and lack of confidence in their ability to learn diminish. Positive attitudes emerge as shown by their perseverance and participation in their work.
- For all students, attendance is high. The attendance of students who have a previous record of persistent absence is significantly improved. Records show that no students have gone missing or avoid attending college. Staff are stringent in following procedures for the safety of students at all times and in all circumstances.

### **Outcomes for students**

### **Outstanding**

- Students arrive with attainment levels in line with or below the expected levels for their age. A number of students have achieved low grades in examinations and arrive with low expectations of what they can achieve. This is because they have failed to achieve in their previous school or have had unexpected setbacks in their lives.

- The school ensures that the small number of students who retake GCSE English or mathematics achieve very well. Assessment is used well to highlight those areas that require focus. As a result, students' confidence increases, they learn well and are well prepared for examinations.
- Students who have identified special educational needs and/or disabilities and students with any emotional or health issues make excellent gains in their studies. Initial assessment ensures that needs are identified and well met so that rapid progress is made. Regular contact is made with parents so that they know how well their children are achieving. The regular support and encouragement helps students to achieve in line with, and often above, other students nationally with the same starting points.
- The most able students make significant progress and often move up several grades in their chosen subjects, having on occasion previously failed to achieve a grade at all.
- Results in public examinations demonstrate that students' achievement is above, often significantly so, that of other students nationally with similar starting points.
- Current students are preparing for a wide range of examinations in externally accredited awards and GCSE and A-level subjects. Work in students' folders and books shows rapid progress in a short space of time and excellent preparation for examinations.
- Students develop a clear sense of responsibility for their learning and for the decisions they make for the next stage of their education.
- Students are exceptionally well prepared for the transition to the next stage of education, training or employment. Students make informed choices on the basis of individual careers advice and guidance that includes academic and vocational courses and apprenticeships. For example, students from the previous cohort are studying a range of courses at colleges or universities or have taken up employment including in the Royal Air Force.

### **Sixth form provision**

### **Outstanding**

- All of the independent school standards are met in relation to the sixth form provision.
- Leaders pursue excellence. By ensuring high standards at all times in the quality of teaching, students' achievement improves rapidly.
- Subject leaders plan, manage and evaluate study programmes so that learners undertake highly individualised and challenging learning that builds on their prior attainment and prepares them very well for future employment. High-quality, impartial careers advice and guidance also helps students to develop clear, ambitious and realistic plans for their future.
- Teaching, learning and assessment support and challenge learners to make sustained and substantial progress in all aspects of their study programmes. Teaching enables learners who fall behind to catch up swiftly and the most able to excel.
- Learners are confident and conduct themselves well. They are punctual. They have excellent personal, social and employability skills and undertake high-quality extra-curricular activities and work experience that matches their needs. Attendance rates are high.
- Learners are safe and feel safe. They are thoughtful, caring and respectful citizens. They

take responsibility for keeping themselves safe and healthy.

- Throughout the time spent on their study programmes, learners and groups of learners make substantial and sustained progress from their starting points. Rates of retention are high for all groups of learners. Any gaps in the progress or retention of groups with similar starting points are closing.
- All students progress swiftly during their study programmes. The overwhelming majority complete their programmes of study, achieve qualifications relevant to their career aims and move on to sustain their education in a university or college of their choice.



## School details

Unique reference number	113619
DfE registration number	878/6042
Inspection number	10020948

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	Day
School category	Independent school
Age range of pupils	15 to 21
Gender of pupils	Mixed
Number of pupils on the school roll	42
Number of part-time pupils	0
Proprietor	Ken Jack
Chair	N/A
Headteacher	Ken Jack
Annual fees (day pupils)	£6,240–£10,905
Telephone number	01392 278101
Email address	<a href="mailto:info@tutorialcollege.com">info@tutorialcollege.com</a>
Website	<a href="http://www.tutorialcollege.com">www.tutorialcollege.com</a>
Date of previous inspection	October 2010

## Information about this school

- Exeter Tutorial College was founded in 1984 by its current proprietors and moved to its present site in 1995. It is situated near the heart of the city in a residential area.
- The premises include a large Edwardian house with a garden area for students' physical education and relaxation.
- The college is an independent, co-educational establishment for students aged 15 years and over who wish to retake examinations at A level and/or to take up new subjects for A level.
- A very small number of students attend the college for GCSE tuition. Any combination of

AS, A-level and GCSE subjects is offered to meet the individual needs of students, generally over the course of one academic year.

- Entrance to the college is non-selective. There is a broad mix every year from those with maintained and independent school as well as some home-taught backgrounds.
- The college aims to 'ensure that every student can achieve his or her potential, maintaining excellence by aiming high'.
- The school is registered for up to 80 students aged from 15 years of age. Currently, there are 42 students on roll and all are aged 16 or over.
- Two students are registered at local schools for A level or BTEC National Diploma courses in addition to their course of study in the college. Two students are taking GCSE courses in the college.
- No students have a statement of special educational needs.
- The college has a small number of bursaries for under 16s.
- The previous inspection took place in November 2010.

## Information about this inspection

- The inspector observed 10 lessons and scrutinised samples of students' work in different subjects. Meetings and discussions were held with senior leaders and teaching staff. The inspector met with the proprietor.
- The inspector examined a number of school documents to check compliance with the independent school standards. These included the school's website, policies, information about students' progress and the school's evaluation of its own work.
- Records relating to attendance, behaviour and safeguarding were scrutinised.
- Responses to the online Parent View survey were taken into account.
- Responses to staff questionnaires were taken into account.

## Inspection team

Flora Bean, lead inspector

Ofsted Inspector

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