

De Salis Studio College

Hewens Rd, Hayes UB4 8JP

Inspection dates

1–2 February 2017

Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is an outstanding school

- Leaders' outstanding work has resulted in pupils achieving strong outcomes at GCSE and rapidly improving outcomes in 16 to 19 study programmes.
- Leaders have the skills to secure further improvement in teaching, learning and assessment so that pupils' progress across the curriculum is sustained and continues to be substantial.
- Pupils' personal development and welfare is outstanding and pupils leave De Salis with the skills needed to succeed in their chosen field. Leaders equip pupils to take advantage of new opportunities.
- The curriculum is broad and balanced, meeting the aims of the college's business and enterprise focus. Pupils state this as the reason they chose De Salis.
- Enrichment activities and excellent careers advice and guidance are a significant part of how this school's vision and values come to life. Pupils are highly focused on their employment potential and take every opportunity to benefit from the work-related activities arranged by the school.
- The principal is ambitious and leads the school's development very effectively. Staff and pupils share the same very high ambition for excellence.
- Teachers' high expectations and highly effective planning mean that pupils come to school expecting to be challenged. Teachers give clear guidance to pupils on how to improve their knowledge and understanding, in line with the school's high expectations.
- Pupils' behaviour is excellent. They work well together and socialise in a highly mature manner throughout the day. Pupils' attendance is strong because they understand and relish the opportunities that this school is providing for them.
- Governors share leaders' passion and drive for excellence. They are highly effective in ensuring that the school continues to develop. They challenge leaders incisively when the need arises.
- 16 to 19 study programmes are good. Students are making good progress across subjects. Strong leadership and precise evaluation of the sixth form's performance is leading to quick improvements. Students' outcomes are better, due to recent strategies to improve the match between students' prior ability and their chosen courses.

Full report

What does the school need to do to improve further?

- Improve outcomes in 16 to 19 study programmes by ensuring a better match between students' subject choices and their prior attainment.

Inspection judgements

Effectiveness of leadership and management

Outstanding

- Leaders have worked tirelessly and to great effect to develop the school since it opened in September 2014. Leaders' imaginative vision for the curriculum has resulted in a highly bespoke experience for each pupil. Pupils' academic learning is supplemented well by a wide range of enrichment, which is targeted at providing pupils with experiences that they can apply to their learning.
- Leaders listen to and take account of the views of pupils, staff and parents to inform school improvement. As a result, leaders' evaluation of the school's performance is precise and informs future developments accurately.
- A measure of the leaders' success is the consistently high morale and ambition of staff and pupils, particularly while they wait to move into a new purpose-built site. Leaders have focused upon pupils' progress and are not distracted by other challenges that the school is working through.
- Leaders and governors have ensured that all groups of pupils get a good deal while attending De Salis. Disadvantaged pupils are supported by strategies that build upon pupils' strengths and improve their learning. Governors monitor the effectiveness of these strategies closely and ensure that the pupil premium funding is well spent.
- The principal and her team of highly dedicated staff share in the common goal of helping pupils to excel. Support from the Rosedale Hewens Trust further widens leaders' capacity to develop the school. For example, the trust-wide support for teachers' professional development ensures that leaders' view of teaching and learning is accurate. It also helps build upon teachers' strengths and develops those areas identified for support through the resources available.
- The school's professional development cycle and performance management routines are effective in improving those areas that need it and celebrating best practice. Training is carefully planned so that it targets areas for teachers' further development and provides leaders with a precise and accurate view of teaching and learning across both key stages.
- The curriculum is designed to promote pupils' learning in English, mathematics and science, alongside a range of subjects aimed at providing pupils with skills in business and commerce. Pupils told the inspector that the reason they chose to come to this school is because of the opportunities they feel it creates for them.
- Preparing pupils for life after school is at the core of the school's work. Pupils' spiritual, moral, social and cultural development is part of their day-to-day lessons, as well as occurring through trips and activities organised to enrich pupils' learning. Pupils understand the opportunities and the challenges that face modern Britain and are keen to make a difference when they leave school.

Governance of the school

- Governors on the local advisory board are highly effective in holding leaders to account for their work. Governors told the inspector that this is made easier by the principal's own unwavering high expectations for the school's performance. Nonetheless, governors do not simply accept what they are told and ask probing questions to ensure that leaders' evaluation of the school's work is accurate. Governors share leaders' ambition and are equally keen to ensure that their skills are sharp so that the pace of progress in the school's development continues.
- The executive principal, alongside the trust, effectively supports the principal and local governing body in their work. Drawing from its experience and resources, the trust provides further scrutiny to leaders' actions and checks that developments are both effective and sustainable. Leaders recognise the value of this support as the school continues to grow.

Safeguarding

- The arrangements for safeguarding are effective. Pupils' welfare is the priority for leaders and staff who are well trained and knowledgeable about the potential risks that pupils face. Staff share a keen awareness of contemporary and local risks, including those relating to extremism and radicalisation. Staff take their responsibilities seriously and recognise the value in the training that they receive to help them to spot signs of abuse, including issues relating to female genital mutilation. Leaders have also invested considerable time in ensuring that pupils understand how to keep themselves safe online. This work is reflected in pupils' behaviour and they reported to the inspector that they feel better equipped to spot signs of trouble as a result. The school's safeguarding procedures are effective and are supported by the trust. This includes pre-employment checks, which are effective and well recorded in the single central record.

Quality of teaching, learning and assessment

Outstanding

- Teachers have high expectations of what pupils should achieve. Teachers use their strong subject knowledge to plan lessons that enthuse pupils to learn. Pupils achieve outstanding outcomes because their teachers expect them to excel and have the skills to get them there.
- Teachers plan activities that are well matched to pupils' abilities. The learning environment means that pupils and staff discuss learning throughout a typical school day and seek opportunities to address any areas of weakness quickly. As a result, pupils' progress maintains a high pace.
- Teachers use astute and well-pitched questions to ensure that pupils learn quickly. They expect pupils to develop their thinking and generally take opportunities to explore their misconceptions. Occasionally, some questioning is too accepting of simple responses which means pupils' progress is less rapid.
- Teachers' planning takes pupils' needs and prior learning strongly into account. Teachers know their pupils well, in part helped by the relatively small cohort sizes but

also because of teachers' commitment. As a result, lesson time is used very effectively and teachers build strong relationships with pupils that support their progress well.

- Leaders have established effective routines for assessment, including homework that builds upon pupils' learning in class or prepares them for what is coming up. Parents receive clear, concise feedback on the progress that pupils are making.
- Teachers and pupils have adapted well to the current school building. They take opportunities to make the most of the space available and like the collegiate atmosphere that has developed. This enables a culture where pupils share ideas and learn from one another, as well as their teachers.

Personal development, behaviour and welfare

Outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Leaders have ensured that the curriculum develops the knowledge, skills and resilience that pupils need to be a success in modern Britain.
- Pupils demonstrate leaders' high expectations throughout their time at school, interacting with one another and staff with respect and courtesy. Clubs, such as the robotics club, provide pupils with opportunities to explore new skills that link to their career ambitions. The student council has helped to shape the school, for example by working with leaders to refine a homework timetable.
- Leaders provide a wide range of opportunities for pupils to develop skills outside their academic lessons. Work-related activities are built into the curriculum, which develop the skills associated with their business and commerce-related courses. Personal development opportunities are also incorporated into the start of every school day and include discussions and debates on current affairs.
- Pupils told the inspector that they feel that the school community is like a family. They told the inspector that they look out for one another and help each other out. They are well aware of the local risks that could impact on them and have a keen awareness of how to stay safe, including online.
- Pupils feel safe at this school because of the care that staff take in helping them. Leaders are meticulous in their follow-up if pupils need additional care or support and have taken appropriate steps to ensure that pupils have access to the right external support if needed.
- Pupils access sports facilities via Rosedale College and leaders have arranged that De Salis pupils may use Rosedale College's canteen until the new building is finished. Pupils told the inspector that this arrangement works well, but are looking forward to the much-anticipated new school site.

Behaviour

- The behaviour of pupils is outstanding. Pupils like coming to school and this is reflected in the consistently strong attendance of all groups of pupils. Pupils are rarely away from school and there are secure procedures in place to follow-up any absence.

Persistent absence is rare.

- Pupils behave well throughout the school day. When asked if the behaviour at lunchtime was typical, pupils told the inspector 'Yes, we all just get along and enjoy being here.'
- Poor behaviour is very rare which has meant that no pupil has been permanently excluded since the school opened. Very few instances of poor behaviour result in fixed-term exclusions and managed moves to other schools are offered in rare cases where it is deemed suitable. Pupils are confident that, should poor behaviour occur, teachers would deal with it effectively.
- Pupils are punctual to school. Leaders and staff's expectations are clear and unwavering in this area, reflecting the expectations of the workplace. Pupils know the penalty for being even a little tardy to lessons and do their best to avoid it. Effective systems are in place to ensure that any drop in punctuality is quickly turned around.

Outcomes for pupils

Outstanding

- Pupils' outcomes are strong because teaching and learning is outstanding and enables the progress that pupils make across subjects. Due to the nature of the curriculum offered, the 2016 provisional GCSE results do not take into account all of the qualifications that pupils achieve when calculating Progress 8 measures. The inspector's analysis of information provided by the school shows that pupils make strong progress across the range of subjects that they study. This is particularly the case in English. Progress and attainment in science is significantly better than average.
- Pupils' attainment at GCSE was above the national average last year, based upon the provisional Attainment 8 measure. Disadvantaged pupils gained results that were in line with their peers nationally. Business studies outcomes were weaker compared to others in the school last year, but current information indicates much improvement.
- Relatively few pupils take humanities or languages, but those who did last year made strong progress. Current assessment information and work in pupils' books indicates a similar picture this year. Pupils studying work-related courses, such as the certificate in finance, are doing particularly well this year.
- Disadvantaged pupils' progress reflects that of their peers. While not significantly exceeding the national expectation, their progress is similarly strong across the curriculum and well supported by individualised pupil premium funded strategies.
- A large proportion of pupils speak English as an additional language. They receive effective support to improve their English skills and as a result make swift progress in their courses.
- The most able pupils make increasingly rapid progress towards strong attainment in their courses. This is supported by the careful planning that teachers put into stretching those pupils.
- Girls and boys perform similarly well at De Salis. Pupils share an enjoyment for reading and take advantage of 'textual Tuesdays' when all pupils are provided with dedicated time to read. They use their literacy skills regularly in their learning and when contributing to the school's newspaper, 'The Echo'.

- Pupils are well prepared for their subsequent education, training and employment with all of last year's Year 11 pupils moving on to study or to train at destinations of their choice, according to the school's information.

16 to 19 study programmes

Good

- The 16 to 19 study programmes are well led and managed, reflecting the outstanding leadership of the school overall. The head of sixth form has made important and effective changes since their appointment last year, which has resulted in improvements in how students make their subject choices. Consequently, students' progress is now better than it was last year.
- The range of subjects available to students is broadened by their being able to access courses across the trust. The head of sixth form and the trust's leaders monitor the quality of teaching and learning that students receive across the piece, so that students receive consistently good-quality experiences.
- Students' progress last year was broadly average. Current students are making better progress. Students, like pupils in key stage 4, receive bespoke support throughout the year, with additional targeted interventions during the school's 'flexi weeks'. This helps secure areas of their learning that need more work.
- Students receive a well-planned programme of careers advice and guidance. This feeds into the work experiences and activities in which they participate, preparing them well for work. Students value highly the links made by the school and work experience providers and told the inspector about how they could see their skills being put to practical use in the future.
- Students are highly courteous and their behaviour reflects the high expectations that leaders have embedded across the school. They are highly aware of risks to their safety and know how to keep themselves and others safe.
- The number on roll in the sixth form is increasing. A high proportion of pupils stayed on into the sixth form in 2016 after Year 11 because they see this as an attractive option. Students typically complete their courses as expected and go on to either study or train at the destinations they have chosen, including apprenticeships.

School details

Unique reference number	141035
Local authority	Hillingdon
Inspection number	10023571

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Secondary
School category	Academy studio school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	101
Of which, number on roll in 16 to 19 study programmes	41
Appropriate authority	The Rosedale Hewens Academy Trust
Chair	Nicole Heard
Principal	Alison Moore
Executive Principal	Ian O'Connor
Telephone number	020 85732097
Website	www.desalisstudiocollege.co.uk
Email address	rosedalehewens@gmail.com
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- This is a smaller than average sized secondary school. This studio college specialises in business- and commerce-orientated courses alongside a core curriculum including English, mathematics, science and physical education.

- The school is currently situated on the Rosedale College campus and opened in September 2014. It is anticipated that De Salis Studio College will be moving into new purpose-built accommodation in mid-March 2017 on Hewens College campus, also in Hillingdon and part of the trust.
- A very small proportion of pupils have special educational needs and/or disabilities and none are eligible for an education, health and care plan.
- A larger than average proportion of pupils are eligible for support funded by the pupil premium.
- The majority of pupils speak English as an additional language.
- The school meets the current government floor standards which set the minimum expectations for what pupils should achieve.

Information about this inspection

- The inspector conducted observations jointly with members of the school and trust's leadership team. They visited 12 key stage 4 lessons. No observations were made of the sixth form because they were on study leave for mock examinations. The inspector scrutinised pupils' work within and outside lessons.
- The inspector met with leaders, staff and governors. The inspector met with pupils including sixth form students. He also held informal conversations with pupils during lessons and social times.
- The inspector scrutinised a range of documents including: leaders' evaluation of the school's performance and plans for development; assessment information and leaders' analysis of it; behaviour and attendance information; the single central record of pre-employment checks and the school's policy and procedures for safeguarding; minutes of local advisory (governing) body minutes and reports.
- There were no responses to Ofsted's surveys from parents, staff or pupils.

Inspection team

Matt Tiplin, lead inspector

Her Majesty's Inspector

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