

Wentworth Tutorial College

6–10 Brentmead Place, London NW11 9LH

Inspection dates

6–8 March 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Requires improvement
Sixth form provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- The proprietor and senior leaders have not ensured that the independent school standards are met in full.
- Key policies, such as on feedback to pupils, are not reflected in the day-to-day working of the school.
- The quality of teaching and assessment is not consistently good. Not all teachers use information about pupils' and students' abilities to plan appropriate work. As a result, they do not achieve as well as they could.
- Improvement planning does not focus sharply enough on areas requiring improvement. Plans do not clearly define the actions that are to be taken and the difference that they are expected to make.
- Leaders' monitoring of the work of the school is unsystematic. This means that the proprietor and senior leaders cannot check robustly the impact of their work on improving teaching and pupils' outcomes.
- Teachers' inconsistent use of assessment means that leaders are unable to measure pupils' progress or to compare the progress of groups of pupils over time.
- Pupils do not have access to physical education.
- Plans for pupils' personal, social, health and economic (PSHE) education lack coordination across the school. Leaders are not clear whether all pupils have sufficient coverage of important PSHE topics.

The school has the following strengths

- Leaders show clear moral purpose to enhance pupils' life chances. From some very challenging circumstances, pupils successfully re-engage with their education and attend well.
- Pupils and students in the sixth form achieve positive outcomes in external examinations which enable them to progress successfully to education, employment or training.
- Pupils enjoy school and value the help, support, and day-to-day care given by staff.
- Pupils' behaviour is good.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes and the quality of teaching, learning and assessment by ensuring that:
 - pupils make consistently good progress across a wide range of subjects
 - teachers use information on pupils' starting points to create challenging learning activities
 - teachers follow the school's policy on feedback to pupils and so help them to improve their spelling, punctuation and grammar.
- Improve pupils' personal development, behaviour and welfare by:
 - further improving attendance
 - strengthening the personal, social, health and economic education programme to ensure that it covers a wider range of age-appropriate topics in sufficient depth.
- Improve the effectiveness of leadership and management by:
 - ensuring that pupils of compulsory school age have access to physical education (PE)
 - formally monitoring the quality of teaching and tracking the impact of actions to raise teaching quality
 - consolidating the school's new assessment system to provide leaders with accurate and timely information about pupils' progress
 - reviewing policies to ensure that they fully reflect day-to-day school practice.
- The school must meet the independent school standards, as set out in the annex of this report.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- The proprietor and leaders have not ensured that the school meets all of the independent school standards.
- Leaders know the school's strengths but have a limited understanding of its weaknesses. They are over-generous in their views of the school's effectiveness. They have not put in place a clear and well developed plan for school improvement. There is insufficient tracking and monitoring to ascertain whether their actions are leading to success.
- The review of policies is not systematic. Key policies insufficiently inform and guide what happens at the school on a day-to-day basis.
- Leaders' monitoring has not focused sharply enough on the impact of teaching on pupils' and students' progress. Consequently, although teaching, learning and assessment are good in some areas, they are still too variable across subjects. Leaders know that more needs to be done to ensure that all teaching is as good as the best and that teaching challenges all pupils to achieve well from their starting points.
- The curriculum is limited because pupils do not have physical education (PE). There are few extra-curricular visits in place, which means opportunities to further develop pupils' skills and knowledge are limited.
- There is no formal personal, social, health and economic (PSHE) education. Therefore, pupils' opportunities to learn about a range of topical issues are too uncertain. However, there is provision for pupils' spiritual, moral, social and cultural development through the majority of subjects studied, and, overall, this prepares them well for life in modern Britain. For example, the promotion of British values is evident in discussions about current news topics that promote values such as tolerance and respect. Pupils in key stage 4 and students in the sixth form talk confidently about the world around them.
- The key stage 4 curriculum ensures that pupils can study a range of GCSE qualifications, including English, mathematics and science. Pupils spoke positively about the choice of GCSEs on offer, which has helped raise their aspirations and meets their needs.
- Leaders have created a culture which focuses on rebuilding pupils' attitudes to education and instilling an enjoyment of learning. This is shown by the school's positive ethos, the resilience of staff and the palpable care that they provide for their pupils. This has enabled pupils to have access to education where, previously, they were not able to do so.
- Staff are enthusiastic about their teaching and support the school's ethos. There is a low turnover of staff and their morale is high. Staff welcome the opportunities they have to improve their skills as teachers. They are held to account for their pupils' outcomes through the school's informal mechanisms.
- Parents and carers who responded to Parent View, Ofsted's online questionnaire, are overwhelmingly positive about the quality of the school's work. They are particularly complimentary about the positive impact the school has on their children's well-being and attitudes to education. One parent stated that the school had 'been instrumental in my child regaining her interest in education and feeling confident about her future'. This view

echoed the thoughts of other parents.

Governance

- The proprietor is responsible for the governance of the school. She is very involved in the school and has a teaching role. She has a clear moral purpose which permeates the school's drive to support and educate young people. She has a good knowledge of the day-to-day running of the school, including the individual needs of pupils. The proprietor holds a weekly informal meeting with the principal where school matters are discussed. However, as targets for school improvement are informal, the proprietor does not have measures against which she can judge the impact of the school's work over time.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding policies are up to date and in line with government requirements. Procedures for the safer recruitment of staff are in place and meet statutory requirements.
- Staff are well trained which enables them to have a good understanding of what to do when they identify safeguarding concerns, including when disclosures are made by pupils. Staff are also clear about what to do if they identify concerns regarding risks to pupils' safety through the use of social media, or of child sexual exploitation or domestic violence.
- Appropriate risk assessments are in place. Leaders work closely with external agencies, when appropriate, to make sure vulnerable pupils are safe and protected.

Quality of teaching, learning and assessment

Requires improvement

- Leaders have not ensured that the quality of teaching, learning and assessment is good across all subjects and year groups.
- Teachers do not consistently assess how well pupils are learning in lessons or make use of assessment information to plan their next steps. This means that much work does not match pupils' varying abilities and starting points.
- Teachers often set work which provides insufficient challenge to most-able pupils. Sometimes pupils continue to work on repetitive tasks when they have already understood the concept and are ready for work that is more difficult.
- Scrutiny of pupils' work shows that teachers do not give feedback to pupils consistently well, as required by the school policy. Pupils do not routinely get clear guidance on how to improve their work. Pupils' incorrect spelling, punctuation and grammar are not consistently addressed, which limits pupils' progress in their writing.
- Some teaching demonstrates sound subject knowledge, and makes good use of examination specifications and assessment criteria to plan lessons well. Effective questioning extends pupils' learning. This is particularly the case in the sixth form where students receive one-to-one support.
- A strength of teaching is in the very skilful building up of pupils' confidence and self-esteem in their learning.

- This academic year, leaders have introduced an assessment system that tracks pupils' progress across all subjects. Teachers are beginning to use this to record information about each pupil's learning.
- Pupils enjoy their learning and are willing to contribute to the lessons. For example, in a film studies class, pupils were confidently discussing the impact of sound effects to heighten dramatic tension in the film 'Psycho'.
- Staff take opportunities to reinforce fundamental British values and to discuss issues that help to prepare pupils for life in modern Britain. Pupils are helped to understand politics; for example, pupils confidently discussed the political implications of Brexit. They also learn about different cultures and faiths.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- There is no formal PSHE curriculum. Some aspects of PSHE are successfully taught through subject areas. For example, in discussions in a sociology lesson, pupils were able to talk about the dangers of knife crime and how to keep safe while using social media. However, there is insufficient mapping of PSHE to ensure that all pupils receive an appropriate level of knowledge and understanding across the range of the PSHE curriculum and related to their age.
- Pupils enjoy coming to school and appreciate being 'treated as adults'. Pupils, many of whom have previously negative experiences of school, value the support of staff who they trust and can go to with a problem. Pupils spoke very highly of the quality of support and guidance they get from staff.
- Pupils say that the small classes enable staff to know them well and give them the support they need to help them overcome their previous barriers to learning. These barriers may include previously poor attitudes to learning, or social and emotional difficulties.
- Pupils feel safe. Overwhelmingly pupils say that bullying does not happen and if there were any prejudicial behaviour regarding race or sexual identity, for example, it would be dealt with swiftly.
- The school gives pupils effective careers advice. Staff help and support pupils with applications for the next stage of their education or employment. The school works with external providers, as appropriate, to provide additional guidance to pupils on their futures.

Behaviour

- The behaviour of pupils is good.
- Pupils' conduct in lessons, as they move around the school, and at breaktimes and lunchtimes is good. They are polite and respectful of adults and each other. Pupils are enthusiastic and very willing to engage in conversation about their learning.

- The attendance of pupils overall is below average, but improving. Prior to joining the school, some pupils have had disrupted education or periods of prolonged absence. Effective work is undertaken with these pupils and their families to raise expectations of attendance and tackle any barriers. Leaders are aware of the need to improve attendance still further.

Outcomes for pupils

Requires improvement

- The small size of the cohort makes year-on-year analysis of outcomes and trends unreliable. It is also difficult to assess the progress of pupils accurately because the school does not have a robust system for measuring pupils' progress from their starting points. The school's assessment systems have not enabled staff to effectively track the progress of individual or different groups of pupils, nor compare them to national averages.
- Pupils' outcomes at key stage 4 are variable between subjects. Outcomes in 2017 were stronger in film studies and media studies, but weaker in mathematics and science.
- Inspectors reviewed pupils' work and observed their learning in lessons. The progress of current key stage 4 pupils varies between subjects, reflecting the variation in the quality of teaching. Where teachers use their subject knowledge to plan effective lessons which meet pupils' needs, for example in English, progress is stronger. Where teaching is weaker, for example in mathematics and science, pupils are not making the progress of which they are capable.
- Even so, on the basis of the qualifications they achieved, pupils who were in Year 11 in 2017 were able to continue to the next stage in their education or employment.

Sixth form provision

Requires improvement

- The sixth-form curriculum is insufficiently broad. Students have no physical education as part of their programme. There is only a limited range of enrichment activities to support the students' academic studies and personal development.
- Although leaders are broadly aware of the strengths of sixth-form provision and areas that require further development, standards are not monitored closely enough to ensure that the school's actions are having a positive impact.
- Teachers do not have an accurate measure of students' starting points so cannot measure the progress they are making over time. There is very limited information available on current students in order to show whether they are on track to meet and exceed their target grades.
- Teachers in the sixth form have sound subject knowledge and an in-depth understanding of examination boards' assessment criteria. As a result, students are gaining evaluative and analytical skills in subjects such as English, government and politics, history and photography.
- Students in the sixth form attain qualifications because they develop the knowledge and skills required to pass A-level examinations. For students who fall behind, teachers provide support out of lessons which enables them to catch up with work missed.

- This is a close-knit community where staff know students' backgrounds and education histories; as a result, students feel well cared for and looked after. Many students spoke about the high-quality support and understanding they receive from staff. As one student said: 'I am working through things for the first time rather than climbing an impossible mountain.'
- Leaders have set up a flexible entry policy which recognises the capabilities of the individuals and their capacity to undertake post-16 study. An in-depth interview with school leaders is used to explore students' needs. Students are given taster sessions to ensure that they are on the right courses. This means that the numbers of pupils who complete their programmes of study are high.
- Students are effectively prepared for their next stage of education, training or employment. They benefit from individualised careers advice, linked to either university, apprenticeships or employment. Students are supported well to gain admission to the highly rated Russell Group universities, Oxford and Cambridge.
- In 2017, students on A-level courses made progress that was broadly in line with national averages. With the exceptions of sociology and psychology, there was a 100% pass rate. There was also an increase in the proportion of grades A* to A achieved compared to the previous two years.
- Outcomes were stronger in drama, mathematics and history, but not as good in sociology and psychology.
- A few students join the sixth form without having secured GCSEs in English and mathematics at grade 5. These students receive timetabled lessons in English and/or mathematics, and a small proportion of them did not make the necessary progress to improve to grade 5.
- Safeguarding is effective in the sixth form. Students understand how to keep themselves safe and how to live healthy lifestyles. Although there is no formal programme of activities for students related to safeguarding, they are provided with opportunities to discuss issues relevant to them on a one-to-one basis, which meet their needs.

School details

Unique reference number	131288
DfE registration number	302/6109
Inspection number	10026285

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	Other Independent School
School category	Independent school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	73
Of which, number on roll in sixth form	57
Number of part-time pupils	1
Proprietor	Mrs J Newman
Headteacher	Mr Manuel Guimaraes
Annual fees (day pupils)	£14,950
Telephone number	0208 458 8524
Website	www.wentworthcollege.co.uk
Email address	enquiries@wentworthcollege.co.uk
Date of previous inspection	23–24 February 2012

Information about this school

- Wentworth Tutorial College is an independent secondary day school for girls and boys.
- The school provides education for girls and boys between the ages of 14 and 19.
- Most pupils are of Jewish backgrounds.
- There are no pupils who have a statement of special educational needs or an education, health and care plan.

- The school opened in 1989 and occupies three adjoining private houses on the North Circular Road in Hendon, North West London.
- It received its last full inspection in February 2012 and was judged good.
- The school does not use any off-site training or alternative provision.
- The school's values are built around mutual respect and critical thinking within a supportive learning environment.

Information about this inspection

- Inspectors observed learning in a range of subjects throughout the school. Inspectors reviewed pupils' work. Inspectors observed pupils' behaviour during break and lunchtimes and at lesson changeover times.
- Documentation relating to the school's compliance with the independent school standards was reviewed. Policies and the school's practice were scrutinised, in particular those related to behaviour, bullying, safeguarding, welfare, and health and safety.
- Inspectors held meetings with the principal, the proprietor and several members of the school staff.
- Inspectors spoke to pupils informally and formally, including during visits to classrooms.
- The inspection considered the views of parents who replied to Parent View, Ofsted's online survey. Inspectors evaluated the views of nine members of staff who completed Ofsted's staff survey.

Inspection team

Sarah Parker, lead inspector

Her Majesty's Inspector

Sam Hainey

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school must meet the following independent school standards

Part 1. Quality of education provided

- The proprietor must ensure that a written policy on the curriculum, supported by appropriate plans and schemes of work that take into account the ages, aptitudes and needs of all pupils is drawn up and implemented effectively (paragraph 2(1), 2(1)(a), 2(1)(b) and 2(1)(b)(i)).
- The proprietor must ensure that the school provides personal, social, health and economic education which reflects the school's aim and ethos; and encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act (paragraph, 2(2), 2(1)(a), 2(2)(a), 2(2)(d), 2(2)(d)(i) and 2(2)(d)(ii)).
- The proprietor must ensure that the school provides a programme of activities which is appropriate to the needs of pupils above compulsory school age (paragraph 2(2) and 2(2)(g)).

Part 5. Premises of and accommodation at schools

- The proprietor must ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education; and that suitable outdoor space is provided in order to enable physical education to be provided to pupils in accordance with the school curriculum (paragraphs 23(1), 23(1)(c), 29(1) and 29(1)(a)).

Part 8. Quality of leadership in and management of schools

- The proprietor must ensure that persons with leadership and management responsibilities demonstrate good skills and knowledge, fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraph 34(1), 34(1)(a) and 34(1)(b)).

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