

Inspection of David Game College

31 Jewry Street, London EC3N 2ET

Inspection dates: 25–27 February 2020

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Sixth-form provision

Outstanding

Overall effectiveness at previous inspection

Outstanding

Does the school meet the independent school standards?

Yes

What is it like to attend this school?

Students receive high-quality education and flourish at this nurturing school. It is a very calm, friendly and welcoming place. Students told us that they love coming to school and said that it is 'like a small family'. Students treat each other with great respect. They show maturity and confidence. The positive relationships between students and staff are exceptional.

Students have superb attitudes to learning and are self-motivated to do well. Staff provide students with excellent care and support with their academic and personal development. Teachers have very high expectations of students' achievement. By the time students leave the school, they are very well prepared for the next steps in education and future life.

Students feel very happy and safe. Staff know them well. Students said that bullying is very rare. They struggled to recall incidents of bullying or harassment. Staff listen to students' concerns and provide them with appropriate support and guidance. Students' behaviour is exemplary.

Students take part in a range of activities to widen their experiences and improve their confidence. This includes educational visits, sports activities, debating and student council, drama society and music club. Parents and carers are very positive and complimentary about the school and its staff.

What does the school do well and what does it need to do better?

The proprietor and school leaders are highly ambitious for students. Leadership at all levels is purposeful and consistently strong. The principal works effectively with leaders, including the proprietor and governors, to ensure that high-quality education is sustained. Governors provide strong support and challenge to senior leaders and hold them to account for the work they do. Leaders ensure that all the independent school standards are consistently met.

The curriculum is broad and rich and meets the needs of all students exceptionally well. Leaders ensure that all subjects are appropriately planned and sequenced to help students develop essential skills and knowledge. Staff receive effective training and support so that leaders' plans are fulfilled.

Teachers have excellent subject knowledge. They regularly check students' recall of what they have learned over time. Any misconceptions are swiftly identified and corrected.

Leaders' plans ensure that students understand and revisit topics, and build on their knowledge and skills further. For example, in physics, students reinforce their learning about magnetic effect of a current before moving on to learning about

electromagnets. In English, students build on their previous knowledge of slavery and racism through considering the poem 'Still I Rise' by Maya Angelou.

Teachers use assessment to inform planning and teaching of the curriculum to meet the needs of all students. Leaders ensure that the school's systems are effective while being mindful of staff's workload and well-being.

Students' behaviour and attitudes are excellent. They value their education and are attentive to their teachers' expectations and guidance. Students achieve highly and gain excellent qualifications.

Staff have high expectations of all students, including those with special educational needs and/or disabilities (SEND). There is high-quality support for students with SEND to help them achieve their very best and develop confidence. There is exceptional support for students who arrive during the year, many of whom speak English as an additional language. As a result, they quickly catch up with their classmates.

The school's work to promote students' personal development and welfare is exceptional. Students' well-being is at the heart of the excellent care and support that the staff provide. Their studies are enriched with a wide range of extra-curricular opportunities, for example visits to museums, field trips, music and drama activities.

There is an impressive programme of personal, social, health and economic (PSHE) education. Students learn about equality issues, protected characteristics and current affairs. They value diversity and are prepared well for life in modern Britain.

Students receive excellent impartial careers advice and guidance. Sixth-form students choose A-level subjects to study which will help them achieve their career aspirations. They attend career fairs and workshops and receive advice from their personal tutors. They take part in relevant work experience linked to their chosen careers. Students are extremely well prepared for the next stage of their education. All students go on to further education, nearly all to study their chosen courses at universities.

The school is compliant with the schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of vigilance throughout the school. All staff receive up-to-date training on safeguarding and how to keep students safe. Staff know the correct procedures to follow if they have any concerns about students' safety and welfare.

Safeguarding leaders work effectively with external agencies and parents to resolve any concerns. They keep secure and comprehensive records of concerns.

Students feel safe. All the required risk assessments are carried out effectively to ensure the health and safety of students.

The school safeguarding policy meets the current statutory requirements and is available on its website.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	100544
DfE registration number	213/6005
Local authority	City of London
Inspection number	10123193
Type of school	Other independent school
School category	Independent school
Age range of pupils	13 to 22
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	250
Of which, number on roll in the sixth form	234
Number of part-time pupils	None
Proprietor	David Game
Chair	Steven O'Brien
Principal	John Dalton
Annual fees (day pupils)	£17,000–£24,000
Telephone number	020 7221 6665
Website	www.davidgamecollege.com
Email address	info@davidgamecollege.com
Date of previous inspection	2–4 May 2017

Information about this school

- David Game College is an independent school that prepares students for entry into higher education by offering a range of IGCSE, AS- and A-level, English as a foreign language and the University Foundation Programme (UFP) courses.
- It is registered to admit students between 13 and 22 years of age. Currently, 250 pupils are on roll, of whom 16 are of compulsory school age. There are no students in key stage 3.

- There are 20 students who have special educational needs and/or disabilities.
- There are no students with an EHC plan. There are no disadvantaged students.
- Many of the students are from countries other than the United Kingdom and speak English as an additional language.
- The school opened in 1974. It previously occupied a site in the Notting Hill area and was moved to its current premises at the end of May 2017.
- Since the previous inspection, one of the vice principals has become the substantive principal and there is a new board of governors.
- The school does not use any alternative provision.
- The school states that it 'is committed to providing high quality education, ensuring that all students experience rapid learning and achieve their full academic potential'.
- The school's previous inspection was a standard inspection in May 2017, where its overall effectiveness was judged as outstanding.

Information about this inspection

We carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- We carried out this inspection with one day's notice.
- We considered English, mathematics, science, geography, business and personal, social, health and economic (PSHE) education as part of this inspection. We met groups of students in key stage 4 and the sixth form to discuss their learning in these subjects and looked at their work. We also met the teachers of these subjects.
- We met students from key stage 4 and the sixth form to discuss their views about the school, including behaviour and safety.
- We met the proprietor, chair of governors, principal, vice principal, senior leaders and staff. We held a telephone discussion with the governor responsible for safeguarding.
- We scrutinised a range of policies and documents and toured the school in order to check compliance with the independent school standards.

Inspection team

Avtar Sherri, lead inspector

Ofsted Inspector

Lascelles Haughton

Ofsted Inspector

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