

AYA College (On-Site Educational Provision)

Holly Lodge, 16 Edith Road, London SE25 5PQ

Inspection dates

28–29 July 2020

Overall outcome

The school is likely to meet all the independent school standards when it opens

Main inspection findings

Part 1. Quality of education provided

All paragraphs

- Leaders' aims for the curriculum are ambitious. They have a clear vision for the high standards of education that the school intends to provide. The curriculum policy is suitable for the age range of pupils. Pupils, including those with special educational needs and/or disabilities, are likely to gain experiences in a wide range of subjects.
- Schemes of work provide detailed guidance on what leaders intend pupils to study. All pupils will study English, mathematics, science, history, geography, physical education, food technology, computing and religious education (RE). Leaders are ambitious in what they intend pupils to achieve so that they develop life skills. For example, pupils will have opportunities to learn about construction, motor mechanics and a progressive course on independent living. In all year groups taught, subjects will closely reflect the national curriculum. Pupils in Years 10 and 11 will be able to study for a wide range of GCSEs. Those unable to access GCSEs will be able to access vocational courses. Suitable post-16 plans are in place to cater for these students' needs.
- Leaders plan to take pupils' academic and social starting points into account when planning for pupils' needs. Assessment procedures are in place for each subject. Regular assessments will help to monitor pupils' progress. Leaders' plans for grading pupils and using this information in detailed end-of-year reports are well thought out.
- Leaders have a thorough understanding of the different complexities of pupils who may join the school. As a result, leaders plan to focus on developing pupils' self-esteem. Leaders intend to use small-group support and interventions to cater for pupils' differing needs. This includes the use of daily reading activities, catch-up sessions and tutor support.
- The programme for pupils' personal, social, health and economic (PSHE) education curriculum is comprehensive. Pupils will be taught about rights and responsibilities, equalities and an understanding of civil and criminal law. Leaders intend pupils to

learn about themes through tutor groups, weekly assemblies and lessons. Leaders place a strong priority on pupils' career options, particularly through the PSHE education programme. This includes opportunities for work experience, visiting speakers and support for pupils with their applications to further education.

- This part of the independent school standards is likely to be met.

Part 2. Spiritual, moral, social and cultural development of pupils

All paragraphs

- Leaders place a high priority on developing pupils' spiritual, moral, social and cultural development. Comprehensive plans exist to support pupils' understanding of British society.
- Leaders intend to teach pupils through weekly assembly themes, PSHE lessons and tutor groups. Pupils will learn about personal safety, political systems and governance. They will learn about how to become positive citizens. Leaders plan for all pupils to have RE lessons. They aim for pupils to explore different faiths and beliefs.
- The development of pupils' social skills is central to the school's work. Leaders have clear plans for how to ensure pupils leave school with well-developed social skills. For example, leaders intend to help pupils to learn about different employers through trips in the local community. Leaders plan to work with a range of local community groups to give pupils wide-ranging social and cultural experiences.
- This part of the independent school standards is likely to be met.

Part 3. Welfare, health and safety of pupils

All paragraphs

- Leaders demonstrate a strong understanding of their safeguarding responsibilities. Detailed and well-understood policies are in place, including those for safeguarding, anti-bullying, health and safety and risk assessments. The designated safeguarding leader has undertaken the relevant training. Leaders have access to a broad range of expertise, including in social care, to help in recognising the risks that pupils face. These include those relating to gang culture, grooming and knife crime.
- Policies related to the health and safety of the premises are detailed. The site is well maintained. Leaders have a thorough understanding of their responsibilities, including those related to risk assessments, first aid and fire safety. For example, leaders have ensured that items raised in the most recent fire-safety audit have been actioned and remedial work undertaken. A comprehensive plan exists for site checks, including those done daily, weekly and annually. Leaders intend to use this to ensure that any maintenance issues are identified immediately.
- This part of the independent school standards is likely to be met.

Part 4. Suitability of staff, supply staff, and proprietors

All paragraphs

- The single central record is maintained electronically. It contains the required information with the relevant checks completed for the proprietor, governing body and the headteacher.
- Teaching staff have not yet been recruited. Leaders intend to use supply staff and know how to carry out the required checks for them.
- This part of the independent school standards is likely to be met.

Part 5. Premises of and accommodation at schools

All paragraphs

- The premises are maintained well. The recent refurbishment of the school site has been completed to a high standard. The teaching spaces and additional breakout rooms are adequate for the number of pupils the school proposes to admit. Classrooms are spacious and well lit. Pupils have access to a spacious dining area, therapy room and indoor play equipment.
- Pupils have access to an outdoor play area. Leaders intend to make use of a local gym to provide pupils with regular opportunities to use equipment and an indoor sports hall.
- Toilet and washing facilities are available for the sole use of pupils. Washing facilities include adequate hot and cold water. A separate medical room is designated for the medical treatment of pupils.
- This part of the independent school standards is likely to be met.

Part 6. Provision of information

All paragraphs

- The school does not currently have a website.
- Leaders share all relevant policies with the local authority, who act as the relevant body responsible for pupils. This includes documentation relating to admissions, safeguarding and behaviour.
- This part of the independent school standards is likely to be met.

Part 7. Manner in which complaints are handled

All paragraphs

- The complaints policy provides parents and pupils with clear guidance. It sets out how the school intends to deal with concerns informally and formally. This includes a timescale for each stage and the use of an independent panel when required.
- This part of the independent school standards is likely to be met.

Part 8. Quality of leadership in and management of schools

All paragraphs

- The proprietor is knowledgeable and experienced in working with vulnerable pupils. Together with the governing body, they have a broad range of expertise. Leaders are committed to help vulnerable pupils to succeed in life.
- The newly appointed headteacher is knowledgeable, experienced and, in a short time, has developed a thorough understanding of the school's policies and procedures. Leaders have planned the site refurbishments carefully. They have well-developed curriculum policies and regular monitoring activities. Training plans for staff and the governing body are well thought through.
- This part of the independent school standards is likely to be met.

Schedule 10 of the Equality Act 2010

- The school's accessibility plan is likely to comply with the relevant requirements. This includes a clear understanding of how leaders will ensure equal access to the curriculum and site.

Compliance with regulatory requirements

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

Proposed school details

Unique reference number	148043
DfE registration number	306/6024
Inspection number	10155654

This inspection was carried out under section 99 of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards that are required for registration as an independent school.

Type of school	Independent day school
School status	Independent school
Proprietor	Sankofa Care Ltd
Chair	Olivia Osei-Asibey
Headteacher	Jude Onye
Annual fees (day pupils)	£40,000
Telephone number	02085445102
Website	Not applicable
Email address	ayacollege@sankofacare.co.uk
Date of previous standard inspection	Not previously inspected

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	Not applicable	10 to 18	10 to 18
Number of pupils on the school roll	Not applicable	8	8

Pupils

	School's current position	School's proposal
Gender of pupils	Not applicable	Mixed
Number of full-time pupils of compulsory school age	Not applicable	All pupils
Number of part-time pupils	Not applicable	None
Number of pupils with special educational needs and/or disabilities	Not applicable	Up to 8
Of which, number of pupils with an education, health and care plan	Not applicable	Up to 8
Of which, number of pupils paid for by a local authority with a health and care plan	Not applicable	Up to 8

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	Not applicable	5
Number of part-time teaching staff	Not applicable	3
Number of staff in the welfare provision	Not applicable	3

Information about this proposed school

- AYA College intends to register as an independent school providing education for boys and girls aged 10 to 18 years.
- The school intends to open in September 2020 for four pupils initially.
- The school is located in the London Borough of Croydon. It does not intend to make use of any alternative provision.

Information about this inspection

- The inspection was commissioned by the Department for Education (DfE) during the COVID-19 (coronavirus) pandemic of 2020. Some of the inspection was conducted remotely. This was to ensure that the inspection was conducted in accordance with the most recent government guidance related to COVID-19.
- This is the proposed school's first pre-registration inspection. The DfE commissioned Ofsted to consider whether the school was likely to comply with the independent school standards and associated requirements.
- I conducted the inspection with the proprietor, chair of the governing body and the headteacher. A telephone discussion was held with these leaders. I met with the headteacher and visited the school to check the safety and suitability of the premises.
- Documentation relating to safeguarding, curriculum, health and safety and suitability of staff was scrutinised alongside other policies and procedures.

Inspection team

Noeman Anwar, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
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