

Inspection of Greenwich Engineering and Medical School

31 Thomas Street, Woolwich SE18 6HU

Inspection dates: 30 November to 2 December 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Not previously inspected

Does the school meet the independent school standards?

No

What is it like to attend this school?

Leaders, including the proprietor, have not ensured that safeguarding arrangements are effective. Staff are not trained in the latest statutory safeguarding guidance. Leaders do not keep records of any concerns about pupils' safety and welfare. They do not take effective action when concerns are raised. This puts pupils' safety at risk.

The expectations of the proprietor and leaders are not high enough. Pupils study a limited range of subjects, including in the sixth form. What pupils learn in personal, social, health and economic (PSHE) education in Years 10 and 11 is not well planned. Students in the sixth form are not taught PSHE education. Throughout the school, pupils do not receive relationships and sex education (RSE).

Pupils behave sensibly in lessons and concentrate on their learning. Classrooms are calm and orderly. However, the lack of a well-planned PSHE education programme means that pupils do not learn about important issues, including harassment and bullying. Leaders do not ensure that pupils learn how to keep themselves safe from harm, including in the wider community. Pupils are not prepared for life in modern Britain.

Pupils appreciate the school's small class sizes and the personalised support they receive. Older pupils were positive about the careers advice and guidance the school provides, including when applying for university. Curriculum enrichment activities are limited.

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

The curriculum in Years 10 and 11 covers the required range of subjects. In the sixth form, the range of subjects for students to study is narrow. These are limited to mathematics, science and computer science. Students do not have the opportunity to choose any other subjects.

Leaders and the proprietor have not thought about what they want pupils to learn in each subject. In some cases, subject plans are simply a list of topics. Leaders use the examination specifications to identify what is taught. This restricts the breadth of subject content that pupils are taught. Leaders do not ensure that pupils develop knowledge and skills securely over time.

Leaders have not thought carefully enough about the order in which pupils learn subject content. Leaders do not ensure that what pupils learn builds on what they have been taught previously. Leaders and the proprietor do not provide opportunities for pupils to go over and revise important subject content. Teachers do not make use of the school's on-site laboratory to give pupils the practical, first-hand experiences in science that they need. Despite the weaknesses in the curriculum, some pupils could remember aspects of their previous learning. In physics, they used their prior knowledge to work out a formula to measure speed. In

mathematics, pupils talked confidently about recent learning on trigonometric identities. Teachers provide pupils with opportunities to build reading fluency through reading texts in lessons.

Teachers do not follow the school's assessment procedures. They do not use assessment to check pupils' recall of prior knowledge and identify further learning. In the subjects taught, teachers' subject knowledge is generally strong. Pupils usually listen attentively to teachers and they work well independently. Learning is not disrupted because pupils behave well.

Pupils receive two hours of physical education (PE) each week indoors. Arrangements for pupils to take part in PE at the local sports centre have been hampered by COVID-19 restrictions and leaders do not provide opportunities for pupils to take part in PE outdoors. The proprietor does not ensure that pupils have access to shower facilities.

Leaders, including the proprietor, have not ensured that pupils' personal development is strongly promoted. Statutory guidance for RSE is not implemented, and parents and carers have not been consulted about the introduction of RSE. No pupils in any year group receive RSE. This means that pupils miss out on important learning. Pupils are not taught about healthy relationships. They are not prepared for life in modern Britain. They were uncertain about the protected characteristics and showed a very limited understanding of different groups in society. Pupils are not guided to keep themselves safe online or outside school.

Pupils have few opportunities to develop their talents and interests beyond the academic subjects offered. Enrichment activities are very limited. Pupils receive careers advice and guidance. Sixth-form students are supported with their university applications. Leaders arrange for visitors to speak with pupils as part of the careers programme. Pupils have taken part in a virtual conference to look at apprenticeship opportunities.

Leaders, including the proprietor, do not have an accurate understanding of the school's strengths and weaknesses. They have not ensured that all the independent school standards are met, and many were not met.

Leaders and the proprietor are not familiar with the content of the policies and procedures that they have put in place. Staff do not follow the school's procedures, such as the school's behaviour policy. Leaders, including the proprietor, do not make key information available to parents. There was no up-to-date admissions record. Although there is a suitable risk assessment policy in place, the proprietor and leaders do not put the policy into practice. Leaders and the proprietor have not followed procedures to identify possible risks to pupils' safety in school.

The school has an accessibility plan and therefore meets the requirements of schedule 10 of the Equality Act 2010. At the time of this inspection, there were no pupils with special educational needs and/or disabilities (SEND) on roll. Leaders and

the proprietor have arrangements in place to support pupils with SEND if this were to change. Staff feel well supported by leaders in the school.

Safeguarding

The arrangements for safeguarding are not effective.

Leaders and the proprietor have not established a culture of safety and vigilance. Leaders have published a suitable safeguarding policy on the school's website. However, what happens in practice is not effective. Staff do not have a secure understanding of the latest statutory guidance because they have not been trained. Staff do not understand the importance of passing on all concerns they may have about any pupil's welfare to leaders with responsibility for safeguarding. Staff are not clear about what to do were a pupil to voice concerns and ask the staff member to keep confidentially. Leaders, including the proprietor, do not always record or follow up concerns that have been passed to them. They do not keep adequate safeguarding records related to pupils' welfare.

The curriculum does not help pupils to understand how to keep themselves safe, including from potential risks that they might face online and outside school.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders and the proprietor have not ensured that staff are trained in the latest statutory guidance. Staff are not familiar with what is required to keep pupils safe. They do not understand the importance of reporting all concerns to leaders. Leaders do not record or act on potential concerns whenever they arise. Pupils are not taught to keep themselves safe from risk of harm. Leaders, including the proprietor, must provide suitable training for all staff so that they are clear about their statutory responsibilities. Leaders and the proprietor must ensure that the school's safeguarding policies and procedures are understood and implemented consistently. They must ensure that all concerns about pupils' welfare are recorded and acted on appropriately. Leaders need to ensure that pupils know how to keep themselves safe.
- Leaders and the proprietor do not have an accurate understanding of the school's strengths and weaknesses. They have not ensured that all the independent school standards are met consistently. They do not identify important areas for improvement. Leaders and the proprietor need to improve their understanding of the independent school standards and ensure that these are all met. They should improve procedures for evaluating all aspects of the school's work in order to identify and address priorities for improvement.
- Leaders, including the proprietor, do not ensure that policies and procedures are implemented consistently. They do not keep the admissions record up to date. Staff do not implement the school's behaviour system consistently and leaders do not use risk assessments effectively. Leaders, including the proprietor, need to

ensure that all policies and procedures are implemented effectively and consistently.

- The curriculum is narrow, particularly in the sixth form. In Years 10 and 11, pupils do not learn a broad range of subjects in depth. Leaders and the proprietor need to make sure that the curriculum is suitably broad and that subjects are taught in sufficient depth.
- Leaders and the proprietor have not identified what pupils need to know and remember in each subject. Teachers do not use assessment to plan further learning that helps pupils to build up knowledge over time. Leaders need to think carefully about what is taught and when in each subject so that pupils' learning develops securely.
- Teachers do not provide opportunities for pupils to complete practical work in science. This limits pupils' learning. Leaders and the proprietor need to ensure that pupils have access to practical work as part of their learning in science.
- Leaders and the proprietor do not ensure that pupils have access to outside space for PE. They do not ensure that pupils have access to showers. These are requirements of the independent school standards. Leaders and the proprietor must ensure that pupils have access to outside space and showers as part of the school's routine PE provision.
- Leaders, including the proprietor, do not prioritise pupils' personal development. They have not established a suitable PSHE programme. RSE is not in place. Leaders and the proprietor have not consulted parents about what they intend to teach pupils in RSE. This means that pupils miss out on crucial learning. Leaders and the proprietor must ensure that PSHE and RSE are planned and implemented effectively. They need to ensure that the school complies with statutory guidance with regard to RSE, including consulting the views of parents.
- Pupils do not have many opportunities to develop their interests and talents beyond the subjects that are taught. Leaders and the proprietor have a limited programme of enrichment opportunities for pupils. Leaders, including the proprietor, need to promote pupils' personal and wider development and encourage pupils to take part in enrichment activities.

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 information from Ofsted Parent View 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	147681
DfE registration number	203/6007
Local authority	Greenwich
Inspection number	10204284
Type of school	Other independent school
School category	Independent school
Age range of pupils	14 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	6
Number of part-time pupils	0
Proprietor	Philip Onwuachi
Headteacher	Kyriaki Eleftheriadou
Annual fees (day pupils)	£10,000 to £12,500
Telephone number	020 8617 9116
Website	www.gemsuk.org
Email address	info@gemsuk.org
Date of previous inspection	Not previously inspected

Information about this school

- This was the school's first standard inspection. The school was registered by the Department for Education in November 2020.
- The school uses no alternative provision.
- A new headteacher has been appointed since the pre-registration inspection. The current headteacher took up post in November 2021.
- Pupils' learning focuses mainly on mathematics and science. In Years 10 and 11, pupils also study PE, guitar, PSHE education, sociology, information and communication technology (ICT) and English literature and language. No pupils are at the early stages of learning to read.

Information about this inspection

Inspectors 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 has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors met with the proprietor, the headteacher and other leaders and teachers.
- Inspectors carried out deep dives in these subjects: ICT (including computer science), mathematics and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans for some other subjects.
- Inspectors met with the leaders responsible for safeguarding, scrutinised documentation and spoke with staff and pupils. Inspectors spoke with a representative of the local authority.
- Inspectors toured the premises and looked at documentation to check the school's compliance with the independent school standards.
- There were no responses to the online surveys for pupils or parents.

Inspection team

Sophie Healey-Welch, lead inspector

Her Majesty's Inspector

Ruth Dollner

Her Majesty's Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(d) personal, social, health and economic education which–
 - 2(2)(d)(i) reflects the school's aim and ethos; and
 - 2(2)(d)(ii) encourages respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act[9];
 - 2(2)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs;
 - 2(2)(i) effective preparation of pupils for the opportunities, responsibilities and experiences of life in British society.
 - 2A(1)(b) ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2),
 - 2A(1)(d) in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools,
 - 2A(1)(e) makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b),
 - 2A(1)(f) consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
 - 2A(1)(g) publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
 - 2A(2) Arrangements made by the proprietor for the purposes of sub-paragraph (1)(b) must ensure that where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the head teacher considers that the pupil should not be so excused.

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

- 5 The standard about the spiritual, moral, social and cultural development of pupils at the school is met if the proprietor–
 - 5(a) actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
 - 5(b) ensures that principles are actively promoted which–
 - 5(b)(i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - 5(b)(ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of England;
 - 5(b)(iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - 5(b)(iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in England;
 - 5(b)(v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - 5(b)(vi) encourage respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act; and
 - 5(b)(vii) encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England;
 - 5(c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
 - 5(d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils–
 - 5(d)(i) while they are in attendance at the school,
 - 5(d)(ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school, or
 - 5(d)(iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere

Part 3. Welfare, health and safety of pupils

- 7 The standard in this paragraph is met if the proprietor ensures that–
 - 7(a) arrangements are made to safeguard and promote the welfare of pupils at the school; and

- 7(b) such arrangements have regard to any guidance issued by the Secretary of State.
- 9 The standard in this paragraph is met if the proprietor promotes good behaviour amongst pupils by ensuring that–
 - 9(b) the policy is implemented effectively; and
- 14 The standard in this paragraph is met if the proprietor ensures that pupils are properly supervised through the appropriate deployment of school staff.
- 15 The standard in this paragraph is met if the proprietor ensures that an admission and attendance register is maintained in accordance with the Education (Pupil Registration) (England) Regulations 2006[13].
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
 - 23(1)(c) 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.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable–
 - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum; and

Part 6. Provision of information

- 32(1)(a) the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate;
- 32(2) The information specified in this sub-paragraph is–
 - 32(2)(a) the school's address and telephone number and the name of the head teacher;
 - 32(2)(b) either–
 - 32(2)(b)(i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays and a telephone number or numbers on which the proprietor may be contacted

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

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