

Inspection of AYA College (On-Site Educational Provision)

Holly Lodge, 16 Edith Road, London SE25 5PQ

Inspection dates:

4 to 6 May 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

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?

Pupils enjoy coming to school, attend regularly and behave well. The school is a friendly, safe place to be. Its small size means everyone knows each other well and all take care of one another. Pupils feel free from bullying and harassment. Staff are quick to spot any concerns and should they arise, adults swiftly resolve them. Small class sizes enable pupils to receive regular one-to-one support to help them learn.

The school welcomes pupils who have not had a positive experience in their previous schools. Here, staff ensure they are safe, included and ready to learn.

Leaders have developed the curriculum to provide pupils with a broad range of enrichment experiences, including, for example, a visit to France. However, pupils are not routinely set work that helps them deepen their knowledge and build on what they already know. Some staff do not have sufficient specialist knowledge to lead improvements in the curriculum. This means that pupils do not achieve as well as they could.

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

Leaders and the proprietor have designed a curriculum that gives pupils experience of a broad range of subjects. All the areas of learning required by the independent school standards are provided for. The range of subjects is suitable for pupils. However, the curriculum for Years 7 to 9 does not build on what pupils have learned previously in some subjects.

Reading skills are practised and taught well. This helps pupils to read fluently. However, in some other subjects, leaders have not given enough consideration to ensuring topics are sequenced effectively to help pupils retain knowledge. In these cases, leaders have not thought through clearly what they want pupils to know and remember. Teachers do not have the expertise to teach some subjects effectively owing to insufficient training. Also, resources are limited in range and quality. Consequently, pupils do not acquire the knowledge and skills they should.

Teachers do not routinely adapt the curriculum sufficiently for pupils who have special educational needs and/or disabilities. The content of lessons does not prepare pupils well for qualifications.

Pupils enjoy some aspects of their learning, but, too often, they find it repetitive and lacking in interest. This is because many activities are too easy for them and cover topics they already know.

Leaders and governors have ensured that a personal, social, health and economic (PSHE) education programme is in place. They have taken account of and acted on the statutory guidance for relationships and sex education (RSE). However, staff have not delivered any aspects of the RSE programme as set out by leaders. As with

other subjects, the content of the PSHE education programme has not been delivered effectively to pupils.

Careers guidance is useful and tailored to pupils' needs and aspirations in deciding their next steps. Staff teach pupils about institutions such as Parliament, democracy and the British way of life. Wider experiences, including subject-specific trips, have been reintroduced following the pandemic. These include a trip to the science museum. At the time of the inspection, staff and pupils were preparing for a visit to France.

Leaders make sure that pupils develop an understanding of diversity, difference and respect. Leaders are aware of the need to provide pupils with real-life learning experiences. Activities that are part of the wider curriculum support pupils' personal development. For example, pupils visit public buildings and organise refreshments for pupils and staff.

Leaders have designed their behaviour policy with pupils' needs in mind. They consider pupils' previous experiences in education, which have often been negative. Staff ensure that pupils' individual needs are considered. Leaders have an overarching therapeutic approach to managing behaviour. They strongly encourage pupils to reflect on their behaviour. Pupils spend time talking to a staff member about any inappropriate behaviours and how these impact others. This approach is effective in helping pupils to improve their behaviour. Each day, staff discuss any concerns they have about pupils. Leaders then arrange bespoke interventions according to pupils' needs. The strong pupil–staff relationships and pupils' improving attitudes have contributed to rising attendance and reduced exclusions.

The recently appointed interim headteacher has helped stabilise the school following a period of turbulence. The proprietor and the governors offer support to senior leaders. However, not all the independent school standards were met at the time of the inspection. The curriculum has not been implemented effectively. Teaching is inconsistent, and pupils do not receive relationships and sex education. Oversight of leadership and management is weak as standards are not met, and leaders are not held to account for fulfilling their responsibilities. Regular contact is made with pupils and their families to help them stay safe. Leaders ensure the school complies with section 10 of the Equality Act 2010. Leaders and governors see the improvement of the quality of education as a priority. However, they have not set out how they will develop the curriculum or check their progress in doing so.

The school complies with section 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

The college has no website but provides the safeguarding policy in paper form on request.

Staff are trained to be vigilant and know how to raise a concern. Records show that safeguarding matters are followed up appropriately and in a timely way. Pupils are taught how to keep themselves safe, for example when online. Governors make periodic checks of the actions taken to keep pupils safe.

All the necessary checks are made when appointing adults to work with children and young people. Some written policies relating to safeguarding, health and safety and pupils' welfare were out of date at the start of the inspection. These were updated during the inspection to reflect current guidance and practice.

What does the school need to improve?

(Information for the school and proprietor)

- In some subjects, leaders have not considered well enough what they want pupils to know. They have not identified how they will build up chunks of pupils' knowledge in a logical order to deepen pupils' understanding. This means that pupils do not routinely achieve as well as they could. Leaders should identify, in each subject, precisely what they want pupils to know and the order in which they will learn concepts so that pupils gain the knowledge of which they are capable.
- Leaders have not made sure that staff have the expertise and knowledge in all the subjects they are expected to teach, including the new statutory relationships and sex education. This means that pupils do not routinely have their needs met or reach their potential in some subjects. Leaders should make sure that teachers are developed and trained so that they have the skills to teach all their classes effectively.
- The proprietor and leaders do not ensure that all the independent school standards are consistently met or understood by staff and governors. This is especially, but not exclusively, about standards related to the quality of education.

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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	148043
DfE registration number	306/6024
Local authority	Croydon
Inspection number	10204286
Type of school	Other independent school
School Category	Independent school
Age range of pupils	10 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	Less than 5
Number of part-time pupils	0
Proprietor	Olivia Osei-Asibey
Headteacher	Adidia Saidou (Interim Head Teacher/SENCO Lead)
Annual fees (day pupils)	£40,000
Telephone number	020 8544 5102
Website	None
Email address	ayacollege@sankofacare.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This was the first standard inspection since AYA Independent College was registered to admit pupils in November 2020. The school is registered for up to 10 pupils in the age range 10 to 18 years.
- Most pupils admitted to the school have education, health and care plans.
- The school does not use any alternative provision.
- The interim headteacher was appointed in April 2022.

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 has received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- Inspectors met with the interim headteacher, the business manager, the proprietor and two governors. Inspectors also met with other staff and pupils.
- Inspectors carried out deep dives in these subjects: reading, PSHE education, science, art and geography. For each deep dive, inspectors considered the school's curriculum documentation, visited lessons, spoke to teachers and scrutinised pupils' work. Inspectors met with pupils to discuss their learning in these subjects. Inspectors also spoke to pupils about their wider experiences of school.
- Inspectors also looked at curriculum plans and considered other subjects.
- Inspectors reviewed a range of documentation, including school policies, risk assessments, attendance information and behaviour logs.
- When inspecting safeguarding, inspectors looked at the school's procedures for recruiting staff, the quality of staff's training and the procedures that are in place to keep pupils safe. Inspectors also considered the suitability of the school building and leaders' work to reduce the risks that had been identified.

Inspection team

Phil Garnham, lead inspector

Her Majesty's Inspector

Gaynor Roberts

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.
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are-
 - 2(2)(d) personal, social, health and economic education.
- 2A (1) The standard in this paragraph is met if the proprietor-
 - 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).
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school-
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(f) utilises effectively classroom resources of a good quality, quantity and range.

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.

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