Inspection of WENTWORTH COLLEGE

6-10 Brentmead Place, London NW11 9LH

Inspection dates: 11 to 13 October 2022

Overall effectiveness	**Good**
The quality of education	**Good**
Behaviour and attitudes	**Good**
Personal development	**Good**
Leadership and management	**Good**
Sixth-form provision	**Good**
Overall effectiveness at previous inspection	Inadequate
Does the school meet the independent school standards?	**Yes**

What is it like to attend this school?

Pupils join this school when things have not worked out at their previous school. At Wentworth, pupils receive a lot of individual, high-quality support from staff. As a result, pupils like coming to school and begin to find learning enjoyable again.

Leaders expect pupils to do well. There is a broad range of courses for pupils to study at GCSE and A level. Leaders ensure that pupils get to choose from the full range of subjects. They build the timetable to fit pupils' choices. The school is small, and staff know pupils very well. Teachers plan and adapt learning to meet the needs of each pupil. Pupils achieve well at the end of their courses.

Staff take time to get to know the pupils. Leaders are clear about their expectations for behaviour, and they work closely with pupils to help them meet these expectations. Pupils appreciate this and said that staff respect them.

Pupils are taught about bullying, but they said that it rarely, if ever, occurs. Potential problems are identified and dealt with. Pupils trust staff to deal with any issues they have. Staff and pupils described the school as being like a family. Pupils look out for one another, and they are kept safe.

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

Leaders want pupils to enjoy education again and benefit from learning a rich curriculum. This is clear in leaders' curriculum design. The curriculum is broad and finetuned to pupils' interests and aspirations. Pupils like this about the school when they join in Year 11. Typically, pupils study English, mathematics, science, physical education (PE) and a range of other subjects. These include, for example, business studies or religious education (RE) at GCSE. In the sixth form, students can also choose from a broad range of subjects, including English literature, mathematics, photography and economics. Leaders discuss choices with pupils and their parents and carers. They aim for pupils to make choices that will support their future plans in education, work or training. Every pupil has a nominated member of staff to support them with their studies. Pupils' needs are understood and planned for very well.

Most subject leaders have thought about the best order to deliver the knowledge that they want pupils to know and remember. As pupils join the school in Year 11, leaders find out what pupils have previously studied. They also check if pupils have missed out on learning some important ideas due to being out of school for extended periods of time. Leaders use this information effectively in most subjects. They make sure that the curriculum takes account of pupils' needs and follows on well from their previous learning in a subject. Subject content is chosen carefully. In English, for example, leaders select texts that pupils are familiar with to ensure that pupils secure and deepen their understanding.

There are some subjects where leaders have not thought as clearly about the key knowledge and skills that they want pupils to remember. In these subjects, leaders and staff are less clear about how the knowledge taught builds on pupils' prior study of a subject.

Teachers are subject specialists. They are skilled at teaching pupils who may have missed significant parts of their education. They are quick to identify gaps in pupils' knowledge and address these straight away. For example, when Year 12 students struggled to draw a graph to scale in business studies, teachers unpicked the reasons for this. Teaching was subsequently adapted to address pupils' difficulties and misconceptions. Similar approaches are used consistently in other subjects. This helps pupils to achieve well.

Lessons are rarely disrupted. If pupils lose focus, staff speak to them calmly and discuss how they are feeling with them. The aim is always to get pupils back into the classroom learning as quickly as possible. Pupils like how staff help them to feel confident to answer and ask questions. They have a positive attitude to learning and take pride in their work. For example, Year 13 photography students were keen to talk through their learning and how they had improved their knowledge and skills over time. They spoke with pride about how they researched other artists and photographers and developed their own style.

Pupils study personal, social, health and economic (PSHE) education regularly. They learn about taking care of their mental health, consent and healthy relationships, including the different types of relationships that people may have. In the sixth form, well-chosen resources, including a programme of podcasts on topics such as body image, racism and drug abuse, enable students to develop their understanding further. Leaders have implemented the government's guidance on relationships and sex education.

Opportunities for pupils to lead, for example as head boy and girl or school council members, are a well-established part of the personal development offer. There are a range of extra-curricular trips, including annual visits to Shakespeare's Globe theatre. Leaders are also planning an overseas trip for pupils during this academic year.

Leaders use the local authority careers service to provide pupils with independent advice and guidance about their future choices. Pupils are encouraged to attend the local careers fair. Students in the sixth form also receive one-to-one support for their university or work applications.

Leaders have continued to ensure that the school is compliant with all the independent school standards. The proprietor works closely with leaders and visits the school weekly. This includes, for instance, regular meetings with the headteacher to discuss progress made on the priorities identified in the school improvement plan. Leaders and the proprietor have ensured that the school meets the requirements of schedule 10 of the Equality Act 2010.

Staff enjoy working at the school and feel supported by leaders.

Leaders work closely with parents to support their children's welfare and learning. Parents who responded to Ofsted's survey were very positive about their children's experience at this school.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a strong understanding of their local context and the needs of pupils. They make sure that staff receive safeguarding training and are alert to potential signs of abuse. Leaders ensure that all statutory pre-employment vetting checks are carried out when recruiting new staff.

Staff know how to report concerns they may have. Leaders and staff record concerns appropriately. Any concerns are followed up effectively, including, where necessary, through close partnership working with outside agencies.

Pupils are taught how to keep themselves safe physically and online. Pupils know who to speak to if they have concerns.

Leaders have a suitable safeguarding policy. This is up to date, in line with statutory guidance and available on the school's website.

What does the school need to do to improve? (Information for the school and proprietor)

- In some subjects, leaders have not given detailed thought to how the curriculum should support pupils to develop their knowledge and skills over time. For example, in some subjects, leaders have not decided exactly what key knowledge and skills pupils need to know and the intended progression in pupils' understanding. Leaders should ensure that all subjects are planned to include the key knowledge end points, as well as clear expectations for how knowledge should build over time to meet these end points.

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.

School details

Unique reference number	131288
DfE registration number	302/6109
Local authority	Barnet
Inspection number	10210773
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	21
Of which, number on roll in the sixth form	13
Number of part-time pupils	1
Proprietor	Jody Newman
Headteacher	Manuel Guimaraes
Annual fees (day pupils)	£17,950
Telephone number	020 8458 8524
Website	www.wentworthcollege.co.uk
Email address	Karen.nedas@wentworthcollege.co.uk
Date of previous inspection	10 to 12 December 2019

Information about this school

- Wentworth College is an independent secondary day school for boys and girls between the ages of 14 and 19. There are no pupils in Years 7 to 9.
- The school occupies three adjoining private houses on the North Circular Road in Hendon, North London.
- The school's previous standard inspection was in December 2019, where its overall effectiveness was judged as inadequate. The school received a progress monitoring inspection in June 2021, where all independent school standards were judged to have been met.
- The school does not use any alternative provision.

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

Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher, the deputy headteacher, the proprietor and other staff.
- Inspectors did deep dives in these subjects: English, mathematics, business studies and PSHE. Inspectors visited lessons, reviewed pupils' work, met with pupils to discuss their learning and met with subject leaders and teachers to discuss the curriculum. Inspectors also looked at the curriculum for some other subjects, including PE, RE, media studies, psychology and photography. This included visiting a sample of lessons.
- Through discussions with leaders, the proprietor, pupils and staff, inspectors considered how effectively pupils are safeguarded. Inspectors also looked at records related to safeguarding, including records of employment checks carried out before staff are appointed.
- Inspectors met with groups of pupils from Year 11 and the sixth form. Pupils' behaviour in lessons and at playtimes was observed.
- Inspectors spoke to a range of staff about safeguarding, pupils' behaviour and staff workload. Inspectors looked at staff, parent and pupil responses to Ofsted's surveys.

Inspection team

Mark Smith, lead inspector	His Majesty's Inspector
Ian Rawstorne	His Majesty's Inspector

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