

Inspection of Westminster Tutors

84-86 Old Brompton Road, South Kensington, London SW7 3LQ

Inspection dates: 18 to 20 October 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

Does the school meet the independent school standards?

No

What is it like to attend this school?

Students describe this school as a respectful and inclusive environment, in which they feel accepted for who they are. They value the positive relationships they have with staff. This is because behaviour is positive across the school. Students understand how to report any concerns they might have, and staff respond to these swiftly. The systems and routines that are in place ensure that students are kept safe and feel safe in school.

The curriculum is not well designed. Leaders have not identified the knowledge that students should learn and remember. There is insufficient opportunity for them to revisit and embed important ideas over time.

Students' personal development is carefully considered. They talk confidently and knowledgeably about issues including equality and equity. Students enjoy discussing complex issues. For example, students debate questions such as 'is democracy dead?' and 'should private schools be abolished?'

Students value the opportunity to go to the gym each week and appreciate the consideration given to their mental well-being. They value the support they receive to help them plan the next stage of their education, employment or training.

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

The curriculum is based on examination specifications. Teachers have secure knowledge of the areas they teach. This enables them to adapt the subject specification content for individual students. However, leaders have not identified the most important knowledge that students need to learn and remember. There is very little consideration given to how knowledge and understanding is developed over time. Leaders have not identified clearly which important ideas should be revisited and practised. This means that the curriculum does not consistently support students to tackle new and more complex ideas with confidence.

Teachers check students' understanding of what they are learning. Students appreciate the guidance they receive and use this to improve their work. However, this guidance does not focus sufficiently on the most important things that students need to learn and remember.

Teachers build positive relationships with the students. Students benefit from the small, nurturing and inclusive environment. For example, all students receive access to a personal tutor who has oversight of their studies. Similarly, leaders have provided mentoring support to help students develop and refine their study skills.

Leaders identify students' specific educational and pastoral needs when they join the school, including any special educational needs and/or disabilities (SEND). These needs are shared with the appropriate staff. However, teachers are not supported well enough to develop strategies to help these students. This means that teachers

are not sufficiently clear about how they can best support students to access the curriculum.

Students' broader development is well considered. The curriculum for personal, social, and health education has been designed to help students understand a range of important issues, including relationships and sex education. Students are well supported to understand their different career options, including apprenticeships. For example, students receive appropriate and timely careers guidance and have taken part in appropriate work experience. The vast majority of students succeed in securing placements in higher education, including universities, when they leave this school. Students have access to a range of enrichment opportunities, such as visits to the theatre and museums, as well as the opportunity to take part in an art club.

Teachers appreciate the help they receive from school leaders to manage their workload and to support their well-being.

The proprietor has not ensured that there is sufficient capacity for leaders to perform their roles effectively. Leaders, including the proprietor, do not have sufficient awareness or understanding of their responsibilities. They have not maintained the necessary oversight of the school and therefore hold an inaccurate view of its effectiveness. This means their priorities for improvement are not focused on addressing the school's key weaknesses. The governing board is a very recent development and has not had enough time to have had any impact. Leaders have not ensured that all the independent school standards are met.

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

Safeguarding

The arrangements for safeguarding are effective.

Leaders provide appropriate safeguarding training. This ensures that staff understand how to report any concerns that may arise. Leaders understand the importance of seeking advice from external agencies, including the local authority. Although appropriate actions are taken in response to safeguarding concerns, sometimes these are not logged with precision and timeliness.

Leaders complete appropriate pre-employment checks on all staff. The curriculum has been designed to help students to stay safe and understand important issues such as consent.

Procedures for assessing and managing risks are inconsistent. While classrooms are clean, tidy and secure, other aspects of health and safety are less well managed. For example, the medical room was not fit for use at the start of the inspection. Leaders have not followed their own policy for making sure that cleaning products and building materials are stored securely.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders, including the proprietor and the recently appointed governing board, do not have an accurate understanding of the school's effectiveness. As a result, improvement priorities are not sufficiently focused on addressing the school's weaknesses. This also means that the independent school standards are not fully met. Leaders, including the proprietor and governing board, must ensure that they check the impact of their work more thoroughly. This will ensure the school's weaknesses are addressed, and the independent school standards fully met.
- There is insufficient staffing capacity to ensure that leaders can fulfil their responsibilities. This means the school's weaknesses have not been addressed swiftly enough. The proprietor and governing board must ensure that there is sufficient capacity to make the improvements required.
- Leaders have not identified the important concepts students are expected to understand. This means that students are not well prepared to tackle new and more complex ideas with confidence. Leaders must ensure that the curriculum identifies what students are expected to learn and remember. This should be cumulatively sequenced so that students revisit and practise what they learn and are well placed to tackle more challenging ideas. This will also help teachers to check students' understanding of the most important aspects of what they have learned.
- Teachers have not had sufficient training in how to help students with SEND to access the planned curriculum. This means that the quality of support and intervention for these students is inconsistent. Leaders must ensure that all staff receive appropriate training and support in this area so that students are well supported to access the planned curriculum.
- Aspects of health and safety are not well managed. This means that there is greater potential risk to students and staff. Leaders, including the proprietor and governing board, need check that the mitigations identified as part of the risk assessment process are implemented fully and consistently.
- Records of actions taken in response to safeguarding concerns are not recorded consistently. This means there is increased risk of important communications and actions being missed. Leaders must ensure that accurate records of discussions and agreed actions are maintained.

How can I feed back my views?

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

School details

Unique reference number	140603
DfE registration number	207/6009
Local authority	Kensington and Chelsea
Inspection number	10242781
Type of school	Other Independent School
School category	Independent school
Age range of pupils	14 to 25
Gender of pupils	Mixed
Number of pupils on the school roll	22
Number of part-time pupils	1
Proprietor	David Thomas Philip Game
Headteacher	Joseph Mattei
Annual fees (day pupils)	£9,500 to £27,500
Telephone number	020 7584 1288
Website	www.westminstertutors.co.uk
Email address	info@westminstertutors.co.uk
Date of previous inspection	15 to 17 May 2018

Information about this school

- Westminster Tutors is a co-educational independent school for students aged 14 to 25. At the time of this inspection, there were no pupils on roll in key stage 4.
- The inspection focused on provision for the 22 students who attend Year 12 or Year 13, as well as older students who have been on roll at the school until the age of 19. There were 14 students on roll outside the scope of the inspection.
- Teaching consists of one-to-one or two-to-one tutoring for students.
- There has been a change in headteacher since the previous inspection. The current headteacher took up post in September 2020. The previous headteacher continues to work at the school. A 'Director of Studies (Academic)' was appointed in September 2022.
- This was the school's third standard inspection. The school was last inspected in May 2018 and was judged to be outstanding.
- The proprietor performs the same role at David Game College. The two settings work closely together. Aspects of the curriculum for both settings are delivered through this provision. Staff work across both providers.
- 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 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 received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors completed deep dives in these subjects: English, economics, physics and psychology. For each deep dive, inspectors met with school leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke with students about their learning and looked at samples of their work.
- Inspectors also considered the curriculum and students' work in other subjects.
- Inspectors met with the headteacher, the director of studies and the deputy headteacher.
- To inspect safeguarding, inspectors scrutinised policies and records. They spoke to leaders the proprietor, staff and students.

- Inspectors toured the building and looked at a range of documents to review compliance against the independent school standards.
- Leaders considered the views of staff, students and parents through discussions and responses to Ofsted's surveys.
- As part of the inspection, inspectors considered a material change to the age range of students admitted. The school is unlikely to meet the independent school standards if the material change is implemented.

Inspection team

Sophie Healey-Welch, lead inspector

His Majesty's Inspector

Nigel Clemens

Ofsted 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

Part 5. Premises of and accommodation at schools

- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).

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

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