

Inspection of Pulse and Water College

138 Eynsham Drive, Abbey Wood, London, Greenwich SE2 9PT

Inspection dates: 4 to 6 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

Pupils join this school for a number of reasons. Some have previously found it difficult to settle and learn successfully at their previous schools. Others require individualised support, including in smaller groups, to enable them to meet their potential. Leaders make sure that all pupils are given a fresh start and every chance to succeed. Pupils build their confidence and become ready to move on with their education.

Leaders and staff take great care to get to know pupils and their families. They are gentle and persistent in the way they work with pupils to re-ignite their enthusiasm for learning. They talk to pupils about their interests and aspirations to ensure that they offer them the subjects that they will enjoy. They also work with schools and local agencies to plan personalised learning pathways for each pupil. All of this work is underpinned by clear and ambitious curriculum thinking. As a result, pupils achieve well.

Pupils feel safe at the school. They trust staff to help them with any concerns. Some pupils struggle to meet behavioural expectations, and staff support them well. As a result, the school is usually calm. Bullying is rare and quickly resolved. Pupils are taught to show kindness towards one another. They typically do their best to put what they are taught into practice, both in class and during social times.

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

Leaders make sure that the school is a safe and welcoming space. They ensure that teachers have all the information they need to help each pupil be successful in their learning. This includes information from helpful checks on pupils' learning when they join the school. Given that some pupils have missed significant amounts of education, staff go over important ideas in a subject to help pupils to secure their understanding. Leaders are prioritising developing this approach further. For example, they are strengthening approaches to pinpointing and then addressing what key knowledge pupils have not been taught or are struggling to recall.

All pupils, including those with special educational needs and/or disabilities (SEND), learn a broad curriculum which provides experiences in all of the areas required by the independent school standards. The curriculum is thoughtfully planned to consider the needs of individuals. For example, in Years 10 and 11, leaders make sure that pupils follow curriculum pathways that are ambitious and right for them. This includes working towards GCSEs or recognised qualifications.

Teachers ensure that learning is well sequenced over time. For example, in mathematics, the selection of subject content is carefully chosen. Repeated practice and reinforcement of this content means that pupils acquire the knowledge needed to succeed in more demanding tasks. In a small number of subjects, leaders' approach to the curriculum is less well developed. While the broad themes and ideas

in a subject have been identified, explicit guidance on exactly what should be taught and in what order is not in place.

Teachers understand the needs of pupils well. They explain learning clearly, including the key vocabulary that pupils need. When planning learning, they think about how best to motivate pupils and help them understand what is being taught. For example, in a personal, social and health education (PSHE) lesson about relationships, pupils considered a range of scenarios through role play. This helped them to develop empathy and find a language to talk about friendship. However, in some cases, decisions about the tasks and activities pupils complete do not focus well on developing pupils' knowledge and understanding.

Pupils at the school have a diverse range of backgrounds and needs. Teachers have high expectations of all. They adopt a flexible and patient approach to engage pupils in their learning. Staff are also very clear about boundaries. Sanctions, including where necessary suspensions, are used proportionately and consistently to reinforce expectations. Leaders also make clear to pupils that working with the whole class comes with the responsibility to behave well. Typically, pupils respect this, and learning proceeds without interruption.

Leaders ensure that pupils learn how to stay safe, for example online and in the local community. They give careful thought to how pupils will arrive at and leave school safely. Pupils in Years 10 and 11 receive suitable support and education on careers and the positive chances that lie ahead. Some pupils have struggled to attend school in the past, and this continues to be an issue for some. Leaders have supportive but rigorous systems in place with external partners and families to ensure that pupils improve their attendance.

Leaders, partner schools and pupils work together to consider what success will look like for individuals. Pupils are well prepared to move on to new schools or colleges. Leaders work with local agencies to ensure that pupils with SEND are recognised and given the right support. Well-planned additional help is provided for pupils who need support with learning to read, including with phonics where required.

Leaders think carefully about the needs of the whole child. Pupils learn about life in modern Britain and are taught to display a tolerance for others who might be different from them. Leaders ensure that pupils learn a well-planned and age-appropriate curriculum for relationships and sex education (RSE). The statutory guidance for RSE is followed.

Pupils like being able to go on regular educational outings. They also enjoy choosing their lunch each day. Each afternoon pupils go to the local park to exercise. Pupils enjoy this time together. They encourage each other while they play sport, no matter how well the individual performs.

The proprietor ensures that the school is a safe place through vigilant and thorough risk assessment. She works closely with leaders to make sure that all independent

school standards are met. Teachers value the guidance and oversight of the proprietor and said that they feel well supported.

Leaders ensure that teaching staff benefit from training as well as access to external networks in order to develop their expertise. Leaders are currently looking at ways to broaden the professional development offer, especially around subject leadership.

The proprietor ensures that the requirements of schedule 10 of the Equality Act 2010 are met.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that all staff are well trained to identify and report concerns about pupils. When pupils arrive, leaders ensure that they understand existing concerns thoroughly. This means that, for instance, the absence or lateness of a vulnerable pupil is dealt with as a matter of priority. Leaders keep suitably detailed records to ensure that they understand pupils' needs and the impact of extra help provided. They make referrals to local safeguarding partners at the appropriate level, and work with them to keep pupils safe.

Leaders consider carefully what pupils need to learn about staying safe. They have set up an effective curriculum to teach this knowledge.

Leaders carry out employment checks to ensure that suitable staff are recruited to work at the school. The safeguarding policy includes the most recent statutory guidance and is available to parents on the school's website.

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

- While leaders' intentions for the curriculum are ambitious and explicitly set out in most subjects, there are a small number of subjects where leaders' thinking is not as developed. Curriculum design in these subjects has not pinpointed exactly how pupils' knowledge should build cumulatively and progressively. Leaders should ensure that all subjects are coherently planned and sequenced towards pupils learning and remembering more over time, with the previous learning of pupils taken into account.
- Sometimes, choices about how best to deliver subject content and ensure that pupils understand and remember it are not as effective as they could be. This means that pupils can struggle to grasp and recall what they have been taught. Leaders should support staff in making careful choices about pedagogical approaches that cater for pupils' needs and starting points, and help them to master the subject content set out in curriculum thinking.

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	141315
DfE registration number	203/6004
Local authority	Greenwich
Inspection number	10286442
Type of school	Other Independent School
School status	Independent School
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	23
Number of part-time pupils	1
Proprietor	Temi Ladenika
Principal	Temi Ladenika
Fees (day pupils)	£86.59 per day
Telephone number	0208 317 2639
Website	www.pulseandwater.co.uk
Email address	admin@pulseandwatercollege.co.uk
Date of previous inspection	12 to 14 November 2019

Information about this school

- Pulse and Water College is an independent school situated in the Royal Borough of Greenwich. It is located in the ground floor of a four-storey building.
- The school is registered to educate 55 pupils in the 11 to 18 age range. It currently has only pupils in the 11 to 16 age range.
- The school provides for a range of pupils. Some are on short-term placements from mainstream schools where they are at risk of exclusion. These pupils are registered both at Pulse and Water College and their school. Others are registered solely at Pulse and Water College.
- Leaders do not make use of any alternative provision.
- The proprietor is also the principal.

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.

- This was the first inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: English, mathematics, science and PSHE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also spoke to leaders about the curriculum in some other subjects.
- To inspect safeguarding, leaders reviewed policies and spoke to leaders, staff and pupils. They also reviewed the single central record and records of referrals made to the designated safeguarding leader.
- Inspectors reviewed the responses to the Ofsted survey from staff, pupils and parents.
- Inspectors spoke to leaders and reviewed records related to behaviour and attendance. They also observed pupils' behaviour during breaktimes and in the afternoon at the physical education session at the nearby park.
- Inspectors spoke to leaders and pupils about the provision for personal development.

- Inspectors spoke to the proprietor about her plans for the school. They also spoke with a representative from the local authority who has worked with the school for some years.
- The lead inspector visited the local library which is used to provide some pupils with one-to-one tuition from school staff.

Inspection team

Alice Clay, lead inspector

His Majesty's Inspector

Jo Jones

Ofsted Inspector

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