

# Wentworth Tutorial College

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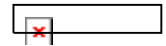
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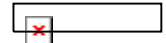
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## Introduction and summary

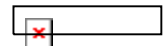


## Purpose and scope of the inspection



This inspection was carried out by the Office for Standards in Education under Section 163 of the Education Act 2002 in order to advise the Secretary of State for Education and Skills about the school's suitability for continued registration as an independent school.

## Information about the college



Wentworth Tutorial College is a small, co-educational, independent sixth form college and school. It provides education for students aged 14 to 19 years. There are currently 100 students on roll, of whom 17 are of compulsory school age. All students currently attend on a daily basis and live relatively close to the college.

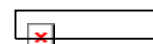
The college was founded in 1989 and is privately owned. It has been based on its current site in Hendon, north west London, close to the North Circular Road, since 1993. The buildings, which were formerly private dwellings, have been developed and extended for use as a college over a number of years.

The college prides itself on providing personal support as well as academic rigour for students and the opportunity to learn *'in an atmosphere free from strict rules and regulation'*. Whilst emphasising

the importance of examination results, the college stresses its aim of providing a positive, relaxed working environment, where *'students are encouraged to develop their potential, supported by able and approachable teachers, in a friendly and positive atmosphere'*. It emphasises the importance of the careful planning to support teaching, monitoring students' progress closely and the provision of small classes in *'helping students build their self-confidence'*.

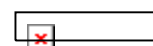
The college offers students at all levels the opportunity of studying an extensive range of courses leading to the General Certificate of Education (GCSE) and the General Certificate of Education (GCE) at Advanced Subsidiary (AS) and Advanced Level (A2). Students entering the college have a wide range of previous attainment. Entry is by interview. Prospective students are encouraged to spend two days at the college and to attend lessons. There are currently no students of compulsory school age with a statement of special educational need and no students who require support for English as an additional language.

### Summary of main findings



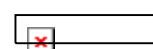
The college is effective in meeting its aims. It provides an environment in which students develop a positive attitude to learning and make good progress in their intellectual and personal development. The prevailing climate of high expectations reflects the vision and drive of the college leadership. The management of the college is well supported by its hard working office staff. Teachers are well qualified and working relationships between teachers and the students at all levels are very positive. Students feel well supported. Seminar-style classes for older students often provide an effective bridge between advanced level courses and higher education. The college needs now to address a number of issues in order to comply fully with regulations, including issues in relation to its curricular provision for students of compulsory school age.

### What the college does well



- it provides students at all levels with a wide choice of courses;
- it work hard to ensure that students are placed on courses which meet their individual needs;
- the quality of teaching is good and it is often outstanding;
- students at all levels make good academic progress and most older students secure places at university;
- staff are vigilant over the students' welfare and provide a good level of care; and
- the all-round personal development of the students is good. Students at all levels appreciate the positive support that they receive.

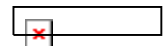
### What the college must do in order to comply with the regulations



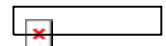
- provide timetabled physical education for all students of compulsory school age;
- provide a coherent programme of personal, social and health education for students of compulsory school age;
- ensure that students of compulsory school age are provided with a broad general

- knowledge of public institutions and services in England;
- implement fully the written policies to safeguard and promote the welfare of students who are at the college;
- have appropriate regard to the Department for Education and Science (DfES) guidance on health and safety by removing the few remaining hazards on the premises;
- maintain the attendance register in accordance with requirements;
- prior to confirmation of their appointment ensure that checks are carried out to confirm the medical fitness of staff; and
- provide appropriate facilities for students who are ill.

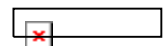
## Compliance with the regulations for registration



### 1. The quality of education provided by the college



#### The quality of the curriculum



The college provides students at all levels with the opportunity of studying a wide range of subjects. Overall, the curriculum supports the needs of students of all abilities well and they make good progress. The subject options are clearly set out in the college brochure and a range of other documents provided to inform parents, prospective parents and students. Courses available lead to the GCSE and the GCE at AS and A2. A number of part-time students attend the college for courses to study single subjects at advanced level.

It provides an environment in which students, including those of compulsory school age, many of whom have previously experienced difficulties in education, have adopted a positive attitude to learning and are now making good progress in their intellectual development. On the whole students feel well supported. Seminar-style classes for older students often provide an effective bridge between GCE and higher education.

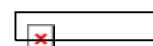
The college ensures that prospective students are fully aware of its expectations, for example by inviting them to spend two days joining in lessons to support their understanding of subject content and requirements. Pre-inspection questionnaires, as well as interviews with students during the course of the inspection, strongly support the view that both students and their parents are content with their choices of subjects and the support they received in making them.

Students, in particular those of compulsory school age, arrive at the college with a wide range of previous attainment and experiences in education. The curriculum provision for these students is suitable in most respects, but there is currently no timetabled provision for physical education (PE). In addition the provision for compulsory aged students' personal, social and health education (PSHE) is inadequate. In many respects they receive good personal support and guidance, yet there is no coherent programme for PSHE. Whilst the college provides satisfactory support for these students' with respect to careers education, aspects of the provision lack cohesion. However, advice and support for older students' applications for places at university is good.

The curriculum is supported by good schemes of work for most subjects. They demonstrate the close attention of teachers to planning. A number of the schemes of work contain particularly good references to the progression of learning and also make reference to teaching methodologies and the resources required for specific aspects of courses.

The college provides a satisfactory range of extra-curricular experiences for students of all ages. These have many very positive features such as visits abroad, as well as to theatres and galleries in London. There are a number of sporting and leisure activities open to students, such as soccer and yoga. However, there are currently no clubs available to students within the college. The strengths of the teaching and the academic curriculum each provide rich opportunities for the further development of the college's extra-curricular provision.

### **The quality of the teaching and assessment**



The quality of teaching is good. In the lessons observed, it was as strong in GCSE as in sixth form courses, and good teaching was observed across the curriculum. No lessons were unsatisfactory and several were outstandingly good. The pre-inspection questionnaires and interviews with a sample of students indicated a high level of satisfaction with the quality of teaching provided by the college. These views are fully supported by the good examination results.

There are a number of common features that underpin the strength of teaching in the college. Teachers have expert knowledge of their subjects. This was demonstrated, for example, in the range and depth of presentations in history and politics, dealing respectively with the background to conflict in Ireland and elections in the United States. It was also shown by the confident management of open-ended discussions, such as those in sociology and economics, where teachers provided clear answers to students' questions and crisp summaries of what had been covered.

A high level of expectation is placed upon the students. Lessons are conducted at a fast pace and they are made to work hard and think for themselves. This was demonstrated clearly by teachers' skill in drawing out contributions from students, as in a modern language lesson where the student had a long dialogue with the teacher on unemployment, entirely conducted in French.

Lessons are well planned and have a clear structure designed to develop students' learning systematically. An example of this was in a media lesson on 'Radio Wentworth' which thoroughly engaged students as they discussed possible audiences and programme structures. Lessons link effectively with what has been done previously and assignments are set to extend students' learning in their own study time.

Students are actively involved in lessons. They rarely have a chance to relax. This is seen in the high level of interaction expected of them in most lessons, for example in the extent of questioning and discussion, as well as their work in practical subjects. In a GCSE chemistry lesson on rates of reaction, students organised themselves quickly and conducted the experiments effectively, without requiring too much intervention from the teacher.

Resources in the college are adequate to support the students' learning in terms of texts, worksheets and other handouts, and computers. History and politics are supported by a particularly rich specialist library.

The students' written work is assessed promptly. The extent of written comment varies, but at its best it is very good, giving a clear indication of the standard of the work and what must be done to improve. The students explained how helpful they had found feedback on assignments given in the classroom. Teachers are skilled at asking questions in class as a way of exploring the students'

grasp of a topic. These approaches provide teachers with a good understanding of the progress of each student and how to pitch the work to meet their individual needs.

In the minority of lessons where the teaching was satisfactory rather than good the main factors in holding back the pace of the lesson was the difficulty in getting very small groups to respond quickly enough, and a weakness in resources, as in an ICT lesson where it took a long time to log onto the computers. Occasionally, the teaching asks rather too much of the students, who would benefit from a more careful definition of the more difficult points.

The students respond well to the teaching. They appreciate the friendly relationships and the encouragement they are given to succeed. There is a small core of students whose attendance is a problem but the majority are well motivated, as seen in their good attitudes, and high levels of interest and attention.

The good teaching leads to the great majority of students making good progress and doing well in their examinations. Over the past four years the combined pass rate at AS and A2 levels was 95%, with the top grades A and B accounting for 44%. On the basis of these results, some 90% of sixth form students are successful in gaining entry into higher education. The results at GCSE are very mixed in terms of the number of entries and grades obtained, but this reflects the very varied starting points of the students. Overall, these students make good progress and the majority of entries result in higher GCSE grades.

### ***Does the college meet the requirements for registration?***

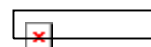
The college meets most but not all of the requirements.

### ***What does the college need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the college should:

- provide timetabled physical education for all students of statutory school age (paragraph 1(2)(a)(ii)); and
- provide a programme of personal, social and health education for students of compulsory school age (paragraph 1(2)(f)).

## **2. The spiritual, moral, social and cultural development of students**



The students make good progress in their spiritual, moral, social and cultural development.

The students' self-esteem grows strongly through their time in the college. Its supportive atmosphere and the skilful coaxing of their views in class, where they often have to take a lot of responsibility for participating in lessons, encourage the students to believe in themselves. A high proportion acquires the confidence to apply for and enter higher education. The students also develop their sensitivity to literature and art, as demonstrated by their mature response to the emotion expressed in a poem in a GCSE English lesson.

The orderly routines of the college help students to develop a good sense of right and wrong and to respect rules. This is evident in their dealings with each other. Occasionally, students transgress rules and merit sanctions, but this is comparatively rare.

The college successfully encourages students to accept responsibility towards others. With a few exceptions, they show consideration to one another in lessons and around the building. Most sixth form students develop a secure knowledge of England's public institutions and services through the

examination courses they have chosen, but this is not so at GCSE due to the different range of subject choices and the lack of a core course on PSHE or citizenship.

The college is a mixed ethnic and cultural community, in which students live and work together harmoniously. Their cultural development is enhanced through the perspectives they develop in several of their subjects, such as sociology and history, and through external trips, such as those to Paris and Washington and to local galleries.

### ***Does the college meet the requirements for registration?***

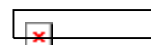
The college meets all the requirements except one.

### ***What does the college need to do to comply with the regulations?***

In order to comply fully with the Independent Schools Standards Regulations 2003 the college should:

- ensure that students of compulsory school age are provided with a broad general knowledge of public institutions and services in England (paragraph 2(d)).

## **3. The welfare, health and safety of the students**



The staff at the college have high regard for the welfare, health and safety of the students, who testify warmly about the way they feel supported. There are nonetheless some matters of detail that require improvement.

The college has written policies and guidelines to prevent bullying and to encourage good behaviour, and it has an ethos where anti-social behaviour is not tolerated. As a result, incidents of intimidation are exceptional and students can enjoy their college life. The clear and high expectations of good behaviour in class and at break times, and the good response of the students, combine to ensure a pleasant and orderly social environment where sanctions are infrequent.

Suitable policies relating to the students' health and safety are in place, and the college is vigilant in most aspects of its work in ensuring that students come to no harm. For example, experiments proceed in science with due regard to safety, and risk assessments are made for external trips. The college has a satisfactory level of fire safety and has recently had a visit from the local Fire Authority, subsequently meeting the changes in procedure that it recommended. The building is kept clean and is generally free of hazards, although hanging cables outside the outhouse and the location of chemicals on unprotected shelves in the laboratory require urgent attention. The college also needs to arrange a test of its fume cupboard. The policy on child protection is clear and the college has a nominated person to act as the child protection officer. It now needs to provide the training necessary for this person to discharge this role effectively.

The college enables its students to eat and drink healthily. Nourishing meals are available at reasonable prices from the canteen, and fresh, cooled water is continually and freely available at a convenient location.

The students are adequately supervised on the small site. There is no rota for staff to patrol the building but its small size means that adults are always close to where the students are and they are alert to what happens. The students feel confident that they would be received sympathetically if they approached a member of staff with a difficulty. There is a teacher with responsibility for leading the GCSE students, who has developed a good rapport with them and who knows them very well. It would be helpful for the college to take the good support it offers these students a step further

through arranging periodic tutorials for them as a group.

The college has an admission register that records students' details in the proper manner. It keeps records of any sanctions for serious disciplinary offences in the relevant student's file. The attendance register for GCSE students is completed daily, but this does not identify whether absence is authorised or unauthorised.

***Does the college meet the requirements for registration?***

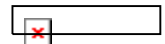
No.

***What does the college need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the college should:

- implement fully written policies to safeguard and promote the welfare of students who are at the college in compliance with DfES guidance: 'Safeguarding Children in Education' (paragraph 3(2)(b));
- have appropriate regard to the DfES guidance: 'Health and Safety: Responsibilities and Powers' (paragraph 3(4)); and
- maintain the attendance register in accordance with the Education (Pupil Registration) Regulations 1995 (paragraph 3(9)).

**4. The suitability of the proprietor and staff**



The college has well established procedures for checking that new teaching and non-teaching staff are suitable to work with young people. The college makes use of an agent for the purpose of undertaking these checks. All the current staff have been checked either through the agency or, in the case of a minority of longer serving staff, directly with the appropriate education authority. Although these procedures are satisfactory in most respects, to date the college has not been undertaking appropriate checks to confirm the medical fitness of new staff. It has acted rapidly to ensure that in future procedures will meet the regulatory requirement.

***Does the college meet the requirements for registration?***

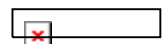
No.

***What does the college need to do to comply with the regulations?***

In order to comply with the Independent Schools Standards Regulations 2003 the college should:

- prior to confirmation of their appointment, ensure that checks are carried out to confirm the medical fitness of staff (paragraph 4(c)).

**5. The suitability of the premises and accommodation**



The premises and accommodation are satisfactory and are fit for their purpose. Overall the



classrooms provide positive environments for learning, often strongly reflecting the teachers' own enthusiasm for their subjects. Most areas of the college are suitably decorated and generally good use is made of display to support learning and interest in subjects.

Accommodation for practical subjects such as art and science is satisfactory overall, but both areas would benefit from some reorganisation and refurbishment. Classrooms are suitable for the size of classes that use them. The college meets its commitment, as stated in the brochure, of ensuring that all full-time students are taught in small groups. Occasionally part-time advanced level students who take the politics course are taught in much larger groups, but the classroom used provides adequate space.

There are sufficient toilet and washing facilities for staff and students. Although there is no general library, there is a good range of books available for students' use. There are sufficient computers, including in art where the single computer enhances the opportunities for students' creative work. Heating, lighting, sound insulation and ventilation are all satisfactory. Despite the complexities of the buildings, all aspects of the college are well maintained in a clean and hygienic condition and are a credit to the cleaning staff. The college has no facilities available for students who may become ill during the day.

Although there are currently no students attending the college who have special educational needs, the college has a disability access plan which lays out how provision would be made accessible. The plans were prepared by a college Disability Access Group and cover a range of issues including identifying training for staff, as well as access to the curriculum.

***Does the college meet the requirements for registration?***

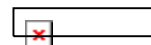
The college meets all the requirements except one.

***What does the college need to do to comply with the regulations?***

In order to comply fully with the Independent Schools Standards Regulations 2003 the college should:

- provide appropriate facilities for students who are ill in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(l)).

**6. The quality of information for parents and other partners**



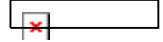
The college has good procedures for communicating with parents, prospective parents and other interested parties. The attractive prospectus provides helpful information. It is, in most respects, an effective document and is shortly to be revised and updated to include reference to the availability of some of the information relating to the college which is currently only available on the college web site.

The college provides two reports to parents each academic year. Both the interim report and the main report provide good information on students' progress as well as their response and attitude to learning. Subject reports generally make appropriate reference to what students do well in addition to what they should do in order to raise their attainment.

***Does the college meet the requirements for registration?***

Yes.

## 7. The effectiveness of the college's procedures for handling complaints

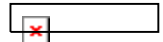


The college's policy for handling complaints is available to parents and students on request. The college understands the importance of ensuring that these arrangements are in order.

### ***Does the college meet the requirements for registration?***

Yes.

## College details



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Name of school:	Wentworth Tutorial College		
DfES ref number:	302/6109		
Type of school:	Tutorial		
Status:	Independent		
Age range of pupils:	14-19 years		
Gender of pupils:	Mixed		
Number on roll (full-time pupils):	Boys 42,	Girls 17,	Total 59
Number on roll (part-time pupils):	Boys 30,	Girls 11,	Total 41
Annual fees (day pupils):	GCSE - £7,730 - £8,770 A Level - £3,490 - £9,460		
Address of school:	6-10 Brentmead Place London NW11 9LH		
E-mail address:	assim.jemal@wentworthcollege.co.uk		
Telephone number:	0208 458 8524		
Headteacher:	Mr A Davies		
Proprietor:	Mr A Davies		
Lead Inspector:	Mr Mike Thirkell HMI		
Dates of inspection:	7 - 10 March 2005		