

David Game College

Independent School

Inspection report

DCSF Registration Number	207/6386
Unique Reference Number	100544
Inspection number	320348
Inspection dates	5-6 February 2008
Reporting inspector	Elisabeth Linley HMI

This inspection of the school was carried out under section 162A of the Education Act 2002 (as amended by schedule 8 of the Education Act 2005).

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Alexandra House
33 Kingsway
London WC2B 6SE
T 08456 404040

www.ofsted.gov.uk



Purpose and scope of the inspection

This inspection was carried out by Ofsted under section 162A of the Education Act 2002, as amended by schedule 8 of the Education Act 2005, in order to advise the Secretary of State for Children, Schools and Families about the school's suitability for continued registration as an independent school.

Information about the school

David Game College is an independent college that provides further and higher education, including GCSEs, A Levels and other university entrance examinations. In addition, provision is made for students in Key Stages 3 and 4. At the moment there are 15 students who attend the college in order to complete their compulsory school age education (CSA). The college's two main sites are located in Notting Hill Gate. Provision is also located at Westminster Tutors College which was originally founded in 1934. Westminster Tutors College became part of the David Game group in 1991. The majority of students live at home with their families. However, many who attend are from countries other than Britain. Although the college is not a boarding school, the college will provide accommodation in self-catering premises if required for these students and students under 16 years of age are placed with host families. The self-catering accommodation that was inspected by social care inspectors in 2006 is no longer used and the college has acquired different accommodation for its current use.

Evaluation of the school

David Game College provides a good quality of education for its pupils and meets almost all regulations. The college states that 'at David Game we believe in total tuition techniques to ensure that every student fulfils his/her potential'. Students are clear that they benefit from the type of tuition they receive which is intensive but meets their needs so that they make good progress in their chosen subjects of study.

Quality of education

The curriculum provided by the college is good. It is designed to enable CSA students to achieve five GCSE passes in one year or over two years should this be required. For post CSA students there is access to GCSE courses including English Language, a range of AS and A2 courses or a University Foundation Programme. For these students, the focus is very much on obtaining a place at the university of their choice.

Timetables to deliver the curriculum are personalised to meet the individual student's needs in terms of subject choice and English language development. Provision for personal, social, health and citizenship education (PSHCE) is covered through a weekly session at the David Game site and through personal tutorial time at

Westminster Tutors. Supervised personal study is also included in the timetables and students are well motivated to make good use of this time.

Opportunities for the sciences are available on site and the science laboratories provide the facilities for experiments and investigations to be carried out. Provision for the arts and creative subjects is also available should students wish to take them at GCSE or AS and A level. For those who do not, the provision is fairly limited. Similarly, although some students join in the extracurricular football games and matches, the provision in place for physical education lessons (PE) would benefit from further development. As a result, CSA students do not engage in regular PE activities. There are also few opportunities for students to access a wide range of extracurricular activities, both educational and social. The college is mindful of this position and has plans to remedy the situation in the very near future.

Provision for careers guidance for CSA students is provided informally in response to their questions, through tutorial discussions and via subject teaching. Students feel well supported in their career pathways. For post CSA students, the focus is very much on university entrance and students are provided with targeted support for their university applications.

Teaching and assessment are good and engage all students well. Teachers base their teaching on set textbooks and draw on their excellent subject knowledge to promote discussion and engage students effectively. Teachers have a very good understanding of their subject's examination requirements. This is used very well to ensure that students are clearly focussed on preparing for the examinations they will sit. Very little use is made of information and communication technology (ICT) to enhance teaching and learning during lessons, though students can access facilities for research when required in the ICT suite. Nonetheless, students are attentive and make good progress in both their understanding and knowledge. Students are assessed regularly and their progress is monitored to ensure that, when required, extra tuition is made available to aid their achievement.

Teaching resources are adequate but limited and classroom environments are not well developed to stimulate and enhance learning. For example, although there was a significant amount of art work in the corridors, none of the classrooms had any displays appropriate to the current learning topics. Also, the library book stock is limited and dated.

Spiritual, moral, social and cultural development of the pupils

Students' personal development is satisfactory overall. Students' behaviour is outstanding and their attitudes to learning are excellent. Both in and out of lessons, students are expected to take responsibility for their learning, recognising when they need to seek extra help and do further study. The students respond well to this approach. As a result, the college promotes a mature student atmosphere that prepares them well for adult life.

Students say that they enjoy their time at David Game College and their attendance is good. However, there are few opportunities for them to take on additional responsibilities within the college or to contribute ideas that might improve it.

The college represents a diverse international community represented by the students who attend. Very good relationships are fostered between students and with staff. Working together, they develop an appropriate understanding of one another's faiths and cultures. However, there are limited opportunities for students to become involved in the local community. In addition, the college does not provide well enough for students to develop a good understanding of public institutions and services in England. This is particularly important given that many students are new to the country.

Welfare, health and safety of the pupils

Provision for the welfare, care and safety of pupils is satisfactory. The procedures and systems in place to support good behaviour and to deal with any concerns are rigorous. Risk assessments have been implemented for fire safety and for visits out of college. There are clear policies in place for the promotion of good behaviour and anti-bullying. Students and staff say that bullying is not an issue. The behaviour of students in lessons and around college was seen to be exemplary during the inspection.

Students are well-supervised around the college; the reception area is open all day and staff provide effective help and support as needed. Students commented that they feel safe at college and they are equally aware of their own responsibility to keep themselves safe. However, maintaining a healthy lifestyle is not routinely considered and students say in questionnaires that this is an issue for them.

The college meets most of the requirements of recent legislation in respect to safeguarding. However, not all staff have received the training required for child protection and first aid. The college has a policy in place for disability and has due regard to ensure improved access to the curriculum and learning for students where needed. However, the college does not have a plan to develop accessibility to the two buildings over the next three years.

Suitability of the proprietor and staff

The college's procedures for safe recruitment and for Criminal Records Bureau (CRB) checks have been brought into line with current regulations. CRB checks for all adults who work in school plus for host families have been completed. The college has completed its single central register in all respects.

School's premises and accommodation

Both sites of the college that cater for CSA students are spread over several floors. They are well maintained and kept in good order. Some classrooms at both locations are small but adequate for the group sizes or individual tutorials for which they are used. There is no outdoor space at either premises and there are insufficient opportunities for students of compulsory school age to have regular access to supervised outdoor play offsite. Similarly the college does not have a medical room at either site for students who become ill whilst at college.

Provision of information for parents, carers and others

The college has a website that provides a wide range of information about its work. This complements the prospectus and parents' handbook which all parents of students at the college receive. The college maintains an effective level of communication with parents, carers and guardians through for example, the regular written reports on students' progress. In addition, parents have instant computer access to their child's attendance records and details of their achievement. The vast majority of parents are very supportive of the college and its work.

Procedures for handling complaints

The college's policy and procedure for complaints meet requirements.

Compliance with regulatory requirements

The school meets all of the Education (Independent School Standards) (England) Regulations 2003 as amended January 2005, with the exception of those listed below.

The school does not meet all requirements in respect of pupils' spiritual, moral, social and cultural development (standard 2) and must:

- provide pupils with a broad general knowledge of public institutions and services in England (paragraph 2(d)).

The school does not meet all requirements in respect of provision for pupils' welfare, health and safety (standard 3) and must:

- implement written policies to safeguard and promote the welfare of children who are pupils at the school in compliance with DCSF guidance *Safeguarding children and safer recruitment in education* (2007) (paragraph 3(2)(b))
- ensure that all staff receive the appropriate training for first aid (paragraph 3 (6)).

The school does not meet all requirements in respect of the premises and accommodation (standard 5) and must:

- provide appropriate facilities for pupils who are ill, in accordance with the Education (School Premises) Regulations 1999 (paragraph 5(l))
- ensure that appropriate arrangements are in place for providing outside space for pupils to play safely (paragraph 5 (t)).

In order to comply with the requirements of the Disability Discrimination Act (DDA) 2002 the school should devise a three-year accessibility plan.

What the school could do to improve further

While not required by the regulations, the school might wish to consider the following points for development:

- Take steps to formalise provision for physical education for CSA students.
- Improve the range of resources available for teaching and learning.

School details

Name of school	David Game College		
DCSF number	207/6386		
Unique reference number	100544		
Type of school	Independent		
Status	Independent		
Date school opened	1974		
Age range of pupils	14-19		
Gender of pupils	MI		
Number on roll (full-time pupils)	Boys: 87	Girls: 48	Total: 135
Number on roll (part-time pupils)	Boys: 13	Girls: 11	Total: 24
Annual fees (day pupils)	£10000 - 18150		
Address of school	David Game House 69 Notting Hill Gate London W11 3JS		
Telephone number	020 7584 7580		
Fax number	020 7243 1730		
Email address	lsp@easynet.co.uk		
Principals	Mr J Dalton and Ms V Maguire		
Proprietor	Mr D Game		
Reporting inspector	Elisabeth Linley HMI		
Dates of inspection	5-6 February 2008		