

Excelsior College

Independent school progress report

DCSF registration number	309/6076
Unique Reference Number (URN)	102174
Inspection number	345664
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Reporting inspector	Jill Bainton

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Purpose and scope of the visit

This inspection visit was carried out by Ofsted under Section 162A of the Education Act 2002¹, as amended by schedule 8 of the Education Act 2005².

The visit was conducted at the request of the Registration Authority for independent schools in order to monitor the progress the school has made in implementing its action plan following the previous inspection.

Information about the school

Excelsior College is a small primary and nursery school located in the Selby Community Centre, Haringey, North London. It was established in 1989 by the present proprietor. The majority of pupils are of Afro-Caribbean or African British heritage. The school admits boys and girls aged three to 11 years of age and there are currently eight pupils on roll. There are six children in the Early Years Foundation Stage.

The school has a wide range of objectives, based on ensuring that pupils receive a good 'all-round' education. The school also aims to encourage pupils to 'pursue knowledge and its acquisition with tenacity and for the purpose of fostering original thought and creating new ideas'. The school seeks to create an 'emotionally stable, disciplined and ordered environment'. The school's motto is: 'We Must: We Will'.

Context of the visit

At the time of the school's first inspection in 2007, the quality of education was judged to be satisfactory and the school met most of the regulations. There were some inadequate aspects of the Early Years Foundation Stage curriculum and aspects of teaching and assessment. The subsequent action plan, which the school submitted, was evaluated in June 2008 and was judged to be inadequate and needed further improvements before it could be accepted as meeting requirements.

An initial progress monitoring visit took place in January 2009 and the school was judged to have failed to make adequate progress in meeting the regulations identified as not met at the time of the inspection. There was no action plan submitted following this visit. A second monitoring visit was made in November 2009 to check the progress the school had made in meeting those regulations which had not yet been met. On this visit, it was found that the school had made some progress but there were still three outstanding regulations to be met. These were: first, to further improve the provision for children in the Early Years Foundation Stage by introducing more opportunities for choice, independent and outdoor

¹ www.opsi.gov.uk/acts/acts2002/ukpga_20020032_en_14#pt10-ch1-pb4-l1g162

² www.opsi.gov.uk/ACTS/acts2005/ukpga_20050018_en_15#sch8

learning; and second, to improve planning in the Early Years Foundation Stage, and at Key Stage 1, so that work was better matched to each child's and each pupil's individual needs. The third unmet regulation was to develop assessment procedures, so that teachers, pupils and parents are aware of the next steps in learning, and so that teachers can use the assessment information to inform future planning and ensure pupils are clear about how to improve their work.

This is the report from the third monitoring visit to check the progress the school has made in addressing the action plan, which was submitted following the second progress monitoring visit, when the plan was judged to be satisfactory but the timescales were unrealistic.

Summary of the progress made in implementing the action plan

The school was required to improve the provision for children in the Early Years Foundation Stage by introducing more opportunities for choice, independent and outdoor learning. The headteacher and staff now have a greater understanding of the Early Years Foundation Stage curriculum, with an additional member of staff in charge of this group. The planning for the six areas of learning for both the nursery and Reception class clearly shows what the children will learn. The learning objectives are detailed and the resources identified. These plans are sufficiently detailed and cover long-term, medium-term and weekly objectives. Play activities have a clear learning focus and there is now a good balance between teacher-directed and child-initiated activities. There is detailed planning for outdoor learning for each week which is based on a theme. The outdoor play area adjacent to the school is well fenced and the children have free access. The area is now equipped with appropriate age-related resources which the school intend to increase. These actions are sufficient to meet the regulations.

The school was required to improve planning in the Early Years Foundation Stage, so that work was better matched to each child's individual needs. The school has made good progress in making more detailed and focused observations on each child based on the early learning goals. Each child's progress is now monitored on a weekly basis and the findings are appropriately recorded. This detailed information is then used to better inform future planning. Photographs are used well to illustrate the children's development and examples of children's work are used to demonstrate progress. These actions are sufficient to meet the regulations.

The school was required to plan more specifically for the pupils in Key Stage 1. Lesson observations show that teachers know pupils very well and the better use of assessment information and observations has enabled teachers in Key Stage 1 to provide work for individual pupils. There are now detailed weekly plans for numeracy and literacy, which include the use of information and communication technology. Each subject has a weekly plan to outline what will be taught. Pupils in both Key Stages receive much one-to-one tuition due to the high ratio of staff to pupils. These

actions are sufficient to meet the regulations related to the planning of lessons for pupils in both key stages.

The school was required to develop its assessment procedures, so that teachers, pupils and parents were aware of the next steps in learning, and for teachers to use the assessment information to inform their future planning and ensure that pupils are clear about how to improve their work. The school devised new assessment procedures using National Curriculum levels in English, mathematics and science. They have an appropriate assessment policy with an increased emphasis on detailed marking, which was previously poor. Pupils are set individual targets and are aware of them as they are discussed during lessons. This helps them to improve their work. These targets are tracked and their progress is logged. The school has devised a pupil assessment log where pupils monitor their own progress weekly. Parents are given a detailed end-of-year report and have daily opportunities to meet with the staff. These actions are sufficient to meet the regulations.

Compliance with regulatory requirements

The school has made good progress and now meets all regulatory requirements.

School details

Name of school	Excelsior College		
DCSF number	309/6076		
Unique reference number (URN)	102174		
Type of school	Primary		
Status	Independent		
Date school opened	September 1989		
Age range of pupils	3–11		
Gender of pupils	Mixed		
Number on roll (full-time pupils)	Boys: 4	Girls: 4	Total: 8
Annual fees (day pupils)	£4,440		
Address of school	Selby Centre Selby Road Tottenham London N17 8JN		
Telephone number	0208 365 1153		
Email address	gilfillian2@hotmail.com		
Headteacher	Mr Gareth Gilfillian		
Proprietor	Mr Gareth Gilfillian		
Reporting inspector	Jill Bainton		
Dates of inspection	22 April 2010		