

Focused Compliance and Educational Quality Inspection Reports

Ealing Independent College

September 2019



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School's Details

College	Ealing Independent College			
DfE number	307/6082			
Address	Ealing Independent College 83 New Broadway Ealing London W5 5AL			
Telephone number	02085 796668			
Email address	info@ealingindependentcollege.com			
Principal	Dr Ian Moores			
Proprietor	Bellevue Education International Limited			
Age range	13 to 19			
Number of pupils on roll	82			
	Years 9-11	20	Sixth Form	62
Inspection dates	24 to 26 September 2019			

1. Background Information

About the school

- 1.1 Ealing Independent College is a co-educational day school for pupils aged between 13 and 19. The school is owned by Bellevue Education International Limited who provide governance oversight of the school. The school opened in 1992 as an independent sixth form college and moved to the current site in 1997. In 2000 the school began to admit pupils aged under 16. The school offers a range of both two year and intensive one-year courses at both GCSE and A level.

What the school seeks to do

- 1.2 The school aims to help all pupils to be the best version of themselves and to live up to their true potential, by inspiring and encouraging, by building confidence and developing mind and character. The school aims to do this through support and guidance given to pupils in small classes by their teachers and personal tutors.

About the pupils

- 1.3 Pupils join the school from the immediate area surrounding it and from a wide area around London. They come from many varied backgrounds, including business and professional families and a wide range of cultures and faiths. The ability profile of pupils is judged to be broadly in line with national averages. No pupil has an education health and care plan. Eleven pupils have been identified as having special educational needs and/or disabilities (SEND), mainly dyslexia, and teachers provide for their needs in class. Each year, at the beginning of the Autumn term, the school identifies the more able and specific provision is set up in a range of activities and work to extend the learning and experiences of these pupils. Three pupils have English as an additional language and specialist provision is made to support their learning.

2. Regulatory Compliance Inspection

Preface

The registration authority for independent schools is the Department for Education (DfE), which directs inspection according to a specified frequency or at any time where the DfE has particular concerns about a school. The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools which are, or whose heads are, in membership of the associations which form the Independent Schools Council (ISC) and reporting on the extent to which they meet the Independent School Standards ('the standards') in the Schedule to the Education (Independent School Standards) Regulations 2014. Accordingly, inspection records whether the school meets each of these standards, which are arranged in eight Parts, each of which is divided into separate paragraphs. Additionally, the inspection reports on the school's accessibility plan under Schedule 10 of the Equality Act 2010 and the ban on corporal punishment under section 548 of the Education Act 1996. It comments on the progress made by the school in meeting the compliance action points set out in the school's most recent statutory inspection.

All association independent schools will have an inspection within three years from April 2016, in accordance with the Framework and DfE requirements. The inspection may be of COMPLIANCE ONLY or a combined inspection of EDUCATIONAL QUALITY AND COMPLIANCE depending on a number of factors, including findings from their most recent inspection. Schools judged not to meet the standards may also be subject to a progress monitoring visit before their next routine inspection. The progress monitoring visit will judge whether the school has taken the necessary action to meet any un-met standards identified at their previous inspection.

The inspection was also carried out under the arrangements of the ISC Associations for the maintenance and improvement of the quality of their membership.

This is a FOCUSED COMPLIANCE INSPECTION which was combined with an inspection of EDUCATIONAL QUALITY, the report of which appears later in this document. The COMPLIANCE inspection reports only on the school's compliance with the standards. The standards represent minimum requirements and judgements are given either as **met** or as **not met**. All schools are required to meet all the standards applicable to them. Where the minimum requirements are not met, this is clearly indicated in the relevant section of the report and the school is required to take the actions specified. In this focused compliance inspection, key regulations and standards have been inspected in detail. These are the regulations on safeguarding; measures to guard against bullying; arrangements for pupils' health and safety, arrangements to check the suitability of staff; the provision of information to parents; the handling of parents' complaints; and other related aspects of leadership and management. The remaining standards and requirements are deemed to continue to be met unless evidence to the contrary has been found.

Inspections do not include matters that are outside of the regulatory framework described above, such as: an exhaustive health and safety audit; compliance with data protection requirements; an in-depth examination of the structural condition of the school, its services or other physical features; contractual arrangements with parents; an investigation of the financial viability of the school or its accounting procedures.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to specifically in published reports in this document but will have been considered by the team in reaching its judgements.

Links to the full regulations and requirements can be found here: [The Education \(Independent School Standards\) Regulations 2014](#).

Key findings

- 2.1 The school meets the standards in the schedule to the Education (Independent School Standards) Regulations 2014 and associated requirements, and no further action is required as a result of this inspection.

PART 1 – Quality of education provided

- 2.2 At GCSE in the years 2016 to 2018, performance has been above the national average for maintained schools.
- 2.3 In the sixth form, A-level results in the years 2016 to 2018 have been in line with the national average for sixth formers in maintained schools.
- 2.4 The curriculum is documented, supported by appropriate plans and schemes of work for the pupils and covers the required breadth of material. The teaching enables pupils to make good progress, encompasses effective behaviour management and is supported by suitable resources. A suitable framework for the assessment of pupils' performance is in place.
- 2.5 The standards relating to the quality of education [paragraphs 1–4] are met.**

PART 2 – Spiritual, moral, social and cultural development of pupils

- 2.6 Principles and values are actively promoted which facilitate the personal development of pupils as responsible, tolerant, law-abiding citizens.
- 2.7 The standard relating to spiritual, moral, social and cultural development [paragraph 5] is met.**

PART 3 – Welfare, health and safety of pupils

- 2.8 Arrangements are made to safeguard and promote the welfare of pupils by means that pay due regard to current statutory guidance; good behaviour is promoted; bullying is prevented so far as reasonably practicable; health and safety requirements are met, including those relating to fire safety; provision is made for first aid. Pupils are properly supervised; admission and attendance registers are maintained, as required, and there is a strategic approach to risk assessment. A disability access plan is in place.
- 2.9 The standards relating to welfare, health and safety [paragraphs 6–16], the requirement of Schedule 10 of the Equality Act 2010, and the ban on corporal punishment under section 548 of the Education Act 1996 are met.**

PART 4 – Suitability of staff, supply staff, and proprietors

- 2.10 The school makes appropriate checks to ensure the suitability of staff, supply staff and proprietors, and a register is kept as required.
- 2.11 The standards relating to the suitability of those in contact with pupils at the school [paragraphs 17–21] are met.**

PART 5 – Premises of and accommodation at schools

- 2.12 Suitable toilet and changing facilities, and showering facilities where required by the standard, and appropriate accommodation for pupils' medical and therapy needs are provided. The premises are maintained to a standard commensurate with health and safety; acoustics and lighting are appropriate; water provision is adequate. Suitable outdoor space is provided for physical education and outdoor play.
- 2.13 The standards relating to the premises and accommodation [paragraphs 22–31] are met.

PART 6 – Provision of information

- 2.14 A range of information is variously published, provided or made available to parents, inspectors and the Department for Education. These include details about the proprietor, the ethos of the school and the curriculum, and of the school's arrangements for admission, behaviour and exclusions, bullying, health and safety, first aid, details of the complaints procedure, and the number of complaints registered under the formal procedure during the preceding school year, and the provision for any with education, health and care plans or English as an additional language. They also include particulars of the school's academic performance during the preceding school year, inspection reports and (for parents only) a report at least annually of their own child's progress. The safeguarding policy is posted on the school's website.
- 2.15 The standard relating to the provision of information [paragraph 32] is met.

PART 7 – Manner in which complaints are handled

- 2.16 Parental complaints, if any, are handled effectively through a three-stage process, (informal, formal and a hearing before a panel of three, one of whom is independent of the school). Each stage has clear time scales, and at the third stage the panel can make findings and recommendations which are communicated to the complainant. Records are kept appropriately, including of any action taken, whether or not a complaint is successful.
- 2.17 The standard relating to the handling of complaints [paragraph 33] is met.

PART 8 – Quality of leadership in and management of schools

- 2.18 The proprietor ensures that the leadership and management demonstrate good skills and knowledge, and fulfil their responsibilities effectively, so that the other standards are consistently met, and they actively promote the well-being of the pupils.
- 2.19 The standard relating to leadership and management of the school [paragraph 34] is met.

3. Educational Quality Inspection

Preface

The EDUCATIONAL QUALITY inspection reports on the quality of the school's work. It focuses on the two key outcomes:

- The achievement of the pupils, including their academic development, and
- The personal development of the pupils.

Since the school was last inspected, the framework for inspection has changed. The current inspection framework uses different criteria and arrangements for grading from those used in previous inspection frameworks. The judgements made on this inspection are, therefore, not directly comparable to judgements made on previous inspections.

All independent schools are required to meet the requirements of the Independent School Standards. However, different inspectorates apply different frameworks that are suited to the different types of schools they inspect. The ISI terminology reflects quality judgements that are at least equivalent to those used by the national inspectorate, Ofsted. ISI reports do not provide a single overarching judgement for the school but instead give a clear judgement about key outcomes for pupils and information on the quality of the school's work.

The headline judgements must include one of the ISI descriptors 'excellent', 'good', 'sound' or 'unsatisfactory'.

Key findings

3.1 The quality of the pupils' academic and other achievements is good.

- Pupils achieve good examination results in line with or above national averages.
- Pupils demonstrate good knowledge, skills and understanding across the areas of learning and they communicate well.
- Pupils have positive attitudes to learning supported by detailed marking, feedback and individual support.
- Pupils' development of information and communication technology (ICT) skills is limited outside dedicated lessons, in particular their use of such skills for independent research.
- Pupils' knowledge is limited in scope by lack of experience outside the classroom, such as in visits and educational trips.

3.2 The quality of the pupils' personal development is good.

- Pupils develop self-confidence very quickly on joining the school.
- Pupils value the multicultural society of the school; they appreciate the tolerance and understanding of others and support each other well.
- Pupils engage in decision making in many contexts, choosing to behave well, choosing to work hard and choosing a path for the future.

Recommendations

3.3 The school is advised to make the following improvements:

- Improve pupils' use of ICT to support their learning and research by giving them opportunities to use ICT skills more widely, in greater depth, and for independent investigation.
- Extend pupils' experience and maturity through their participation in a wider range of external visits and activities.

The quality of the pupils' academic and other achievements

3.4 The quality of the pupils' academic and other achievements is good.

3.5 Pupils develop good knowledge, skills and understanding across all areas of learning in response to the wide and varied formal curriculum. Pupils appreciate and make good progress in response to all that the school offers: individualised timetables, small class sizes and constant support from well-experienced teachers who monitor progress and give regular weekly feedback. Pupils say that this experience allows them to demonstrate and improve their understanding. Those with a learning difficulty or EAL succeed because teaching extends the learning of all pupils in a class. Many pupils attend the school for a short period of time having experienced difficulties in previous schools and they are committed to success, helped by staff planning and feedback which shows them ways to improve which they are able to use. For example, regular testing and scores give pupils confidence that they are making progress towards their targets for success, which are to meet their predicted grades in the GCSE and A-level examinations.

3.6 For the years 2016 to 2018, national comparative data shows that at GCSE level the results are above national averages. The results in IGCSE biology, science double award and Spanish are above worldwide norms. At A Level for the same period, results are similar to national averages. Results for EAL and SEN pupils are broadly in line with the achievement of pupils of a similar ability. The school does not undertake standardised testing, but the inspection evidence from work scrutiny and lesson

observations shows that pupils make progress comparable with or above that expected for their ages and abilities including improvements shown by those who have joined the intensive GCSE year. More able pupils achieve results which enable some to gain places at highly competitive universities.

- 3.7 Pupils communicate well in lessons; they discuss issues competently and share ideas in a range of subjects. Pupils of all ages give complex and thoughtful answers and extend their thinking in response to challenging tasks and questions provided in teaching. In sixth-form chemistry, pupils competently explained periodicity and defined atomic radius using the technical language required: teaching stimulated pupils' thinking by demanding precision, using a lively approach which ensured that pupils were engaged and highly responsive. In A-level French, pupils made excellent use of the spoken language in a demanding role play activity. In a Year 10 GCSE English lesson pupils responded very positively with personal interpretation, clear understanding of both the meaning of a poem and the use of similes and metaphors. Pupils' communication skills are developed well in the weekly form period which is a forum for discussion and debate in small groups about a wide range of themes and issues. Some go further in developing their skills in the debating society.
- 3.8 Pupils are capable mathematicians and during the inspection were seen to use these skills capably in sciences, economics and computer sciences. In a GCSE mathematics lesson, pupils showed a clear understanding of arithmetic sequences and learned where they could improve from detailed teacher feedback. The individual lesson planning of work for pupils of different abilities in all classes, ensured that all members of this mixed ability classes worked at their own level and made appropriate progress. In a number of other subjects pupils handled mathematical skills very effectively, for example in Year 13 physics, using relevant equations to solve problems and in Year 12 economics using a diagram to visualise the production possibility frontier of the economy.
- 3.9 Pupils studying computer science become competent users of ICT but for others there is very little evidence of ICT skills being applied in other areas of learning. No work using ICT was seen in the work scrutiny and in discussions pupils said that they rarely used ICT outside the specific computer studies lessons. Pupils' development of skills in ICT is limited because there is little chance for them to use the skills they have. This limits pupils' development of research skills and hinders their use of independent study skills. Some pupils felt that they would benefit from greater availability and the leadership team are working on plans for further development.
- 3.10 Pupils acquire good study skills through well-planned teaching, including regular homework which is carefully marked although their independent study skills are not yet fully developed. Pupils take careful notes and review learning from previous lessons. They respond well to feedback using green pens to write their responses, highlighting how they are developing their work. Pupils maintain the necessary focus during the school day by using their study skills in private study session arranged in a supervised study room. Pupils have mixed attitudes to this but in discussion they said that it enabled them to keep focussed on their work and to make progress. Older pupils are allowed to use an unsupervised reading room if they demonstrate suitable independence. Pupils said that this experience prepared them for independent study in the future.
- 3.11 Pupils say that they value improved scores and top marks in the regular school tests as real achievements which they strive for. Pupils have had some success in the last three years in a local football league and in a national cipher competition. Many pupils attend the school for a short period and make good use of the fact that, with such a changing population, the school ensures that in-house activities are available which are appropriate for the current pupils. This year these include the biomedical society which enables pupils to extend their knowledge and understanding of areas in which they hope to study and work. The newly formed running club supports fitness and regular physical exercise and the creative writing club enables pupils to extend independent writing skills. Whilst it is understandable that pupils feel that they are focussing on examinations and do not necessarily have the time to engage in other activities, their experiences and development of knowledge and skills are limited by the small range of educational trips and visits which are planned.

- 3.12 Younger pupils show maturity and good attitudes to learning and by the time pupils reach A Level, many show excellent attitudes, taking responsibility for their own learning and collaborating effectively in lessons. Pupils identified that they develop a positive attitude very quickly on joining the school and say that this has enabled them to make real progress.

The quality of the pupils' personal development

- 3.13 The quality of the pupils' personal development is good.
- 3.14 Pupils who have been in the school for one or two years commented that they know they have developed their self-knowledge, self-esteem, self-confidence, self-discipline and resilience, some of them having had difficult experiences at school elsewhere. Pupils who had joined the school in the last three weeks spoke of their developing confidence and self-esteem: they felt encouraged by the calm atmosphere of the school, the support of their teachers and the welcome they had received from fellow pupils. The school is succeeding in its aim to help all pupils to be the best version of themselves and to live up to their true potential. Pupils joining the school in Years 9 to 11 said that they all felt like newcomers but had bonded helpfully during games sessions, both in the actual games they played but also in walking to and from the games field with staff and other pupils. Pupils agreed that in this supportive environment they feel part of a community, which they described as an academic family where they quickly learn to overcome the difficulties they have had in the past and move on to success. All spoke of now understanding how to improve their own learning and performance, and many older pupils described how much they had matured in response to the school's nurturing approach and are now able to confidently prepare for the next stage of their lives.
- 3.15 Pupils learn to make effective decisions in all contexts of school life. They value weekly discussion sessions with their form teachers and the high expectations of all at the school that they will be responsible for their own behaviour and work. Pupils said that they appreciate the choices they are able to make of the subjects and activities which make up their school lives. They feel supported by the school rewards and disciplinary framework and that it encourages them to make good decisions, sometimes learning from mistakes. They understand how their decisions build independent foundations for the next stage of their lives, in their choices of school, university or work.
- 3.16 Pupils said that they value what they learn about the different spiritual practices explored in assemblies at school which focus on a wide range of faiths. They enjoy discussing different faiths among their friends at school. They understand the practices of many faiths well and are supportive of other pupils when, for example, they are fasting. They have a good sense of responsibility for the world around them and have taken on challenges for their own lives in how they treat the environment. They have been discussing how they can become more active, for example by planning to organise the collection of plastic for recycling or deciding to walk or cycle to school. Following recent suggestions about a range of new activities which they would value, the biomed club now enables pupils to explore topics beyond the curriculum and areas for future study and work. In A-level psychology, pupils confidently discussed their understanding of what morality is, how it works and showed their own sense of right and wrong in a lesson focussed on the Holocaust. Pupils responded with insight to challenging open questions and texts to develop their moral understanding of how some people showed resistance to authority and resisted the actions which led to the Holocaust, when others obeyed.
- 3.17 In lessons, and in discussions with the inspectors, pupils demonstrate a strong sense of moral responsibility, especially for their own behaviour. Pupils sign a behaviour contract when they join the school and work very hard to come up to its expectations. They are justifiably proud when they succeed. In some cases, pupils make a specific undertaking of good behaviour as a condition of joining the school. Such pupils learn to accept responsibility supported by the yellow and red reward and sanction card system and helped by monitoring of the scheme daily by their personal tutor. Pupils'

good personal development is very well supported by the strong pastoral and disciplinary systems within the school.

- 3.18 Pupils work well with each other; they encourage and support each other especially when someone is having a difficult time. Pupils speak very highly of the way the calm atmosphere of the school helps them to do this. Pupils have improving their work and study skills as their primary focus within school and are less likely to be generally active in committees, running societies or charity work. Pupils join the school usually for one or two years; in this context they take on some responsibilities within the school and related to wider society which are often subject orientated. For example, Year 13 pupils who are French speakers voluntarily come to school early one day a week to give French conversation lessons to Year 11 pupils in preparation for GCSE. Other activities include local volunteering, such as manning the water distribution points for the London marathon. Some run a charity which is raising funds for a defibrillator. For many pupils their social development relates to learning to cooperate, to work in lessons and to be responsible for their own progress and not impeding the progress of others and in striving to do so they develop good social skills.
- 3.19 The school's multi-cultural society, with pupils from a wide range of faiths and cultures is key in developing pupils' strong sense of community through the value placed on qualities of tolerance and respect for others. Their view is that 'no-one talks about other cultures here, it's just natural', and that diversity helps their understanding. Inspection evidence supports this view in particular from the themes and comments raised by pupils. The inspection questionnaire responses from parents, pupils and staff all highlight the promotion of respect and tolerance and the view that this is a harmonious community where pupils feel safe and valued. This was seen during the inspection in the quiet and purposeful way pupils go about the school, behave during lessons and how they communicate in discussions, with respect for each other's views and backgrounds.
- 3.20 Pupils develop a good awareness of staying safe and keeping healthy through the regular assemblies, talks by outside speakers, form period discussions and through games lessons. Pupils say that they know how to stay safe on-line and there have been very few incidents of cyber bullying in school. There is no catering at the school, but pupils learn effectively about healthy eating, again in PSHCEE and in form discussions. A very small number of pupils said that they would value more sports sessions or the opportunity to take part individually in sporting activities, inspectors supported this view and the school is looking at ways of opening up such provision. The majority of pupils spoke of enjoying their games sessions which include a yoga option and the running club.

4. Inspection Evidence

- 4.1 The inspectors observed lessons, conducted formal interviews with pupils and examined samples of pupils' work. They held discussions with members of staff and with the chair of governors, observed a sample of the extra-curricular activities that occurred during the inspection period, and attended form periods and assemblies. Inspectors visited the study room and the reading room. The responses of parents, staff and pupils to pre-inspection questionnaires were analysed, and the inspectors examined curriculum and other documentation made available by the school.

Inspectors

Mrs Gwen Caddock	Reporting inspector
Mr William Brown	Compliance team inspector (Education Officer, ISA school)
Mt David Young	Senior Team inspector (Head, ISA school)