

Inspection of Wentworth Tutorial College

6–10 Brentmead Place, London NW11 9LH

Inspection dates: 10–12 December 2019

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Inadequate

Sixth-form provision

Requires improvement

Overall effectiveness at previous inspection

Requires improvement

Does the school meet the independent school standards?

No

What is it like to attend this school?

Leaders have not demonstrated the capacity to make the necessary improvements. When we inspected the school in March 2018, inspectors identified some significant weaknesses. Leaders have not done enough to tackle these weaknesses. This means that the quality of education has not improved and too many of the independent school standards remain unmet.

Pupils are not encouraged to lead active lifestyles. They do not take part in physical education (PE). The personal, social, health and economic (PSHE) education of all pupils remains limited. Leaders continue to organise too few outings, visits or other activities, to support pupils' personal development. Pupils are not encouraged to take on responsibility within the school. Pupils studying GCSEs are not helped to make choices for their future professional lives.

Pupils told us that staff know them well. They enjoy coming to school and like the school's 'family feel'. Pupils behave sensibly. On the rare occasion that any bullying occurs, leaders and staff deal with it swiftly. Pupils are positive about learning, and staff expect them to achieve well. Parents and carers spoke highly of the school. They said that their children feel safe, well cared for and supported here.

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

The proprietor has not ensured that leaders' actions are sharply focused where improvement is most needed. Leaders are not routinely held to account for the work they do to tackle weaknesses. There is insufficient focus on meeting all of the independent school standards.

Leaders have been slow to act on the key areas for improvement found by the previous inspection. They have not addressed all the priorities for action detailed in the school's action plan. As a result, senior leaders and the proprietor have not ensured that the school meets all the independent school standards.

Pupils still do not have access to the full range of curriculum subjects. Leaders have not ensured that pupils' physical development is catered for. PE is not taught and there are no subject plans or schemes of work for PE.

Students in the sixth form have recently attended a careers day, focusing on interview skills, that was organised by an external organisation. However, leaders have not provided an effective careers programme for pupils in Years 10 and 11. There are no arrangements currently for students to gain experience of work.

Teachers know the subjects that they teach. They identify and correct pupils' misconceptions regularly. This is particularly the case in English, mathematics, science, geography and art.

However, training for staff is typically limited to the requirements of public examinations. Leaders are at the early stages of developing and implementing plans and schemes of work for subjects. Teachers have not had training in subject planning. As a result, pupils' learning is not well planned.

Staff have not had the opportunity to develop the sequencing of lessons to enable pupils to improve their knowledge and raise achievement. Although pupils take tests on the topics they have been learning, the results of these tests are not always used to inform planning to meet the needs of pupils and raise achievement.

Leaders do not make sure that all pupils experience a wide range of educational visits and extra-curricular activities. Sporting activities are limited in their range and accessibility. Leaders have not made sure that there is suitable outdoor space for pupils to take part in physical activities. This restrains pupils' experiences and their personal development.

Planning for pupils' PSHE education is weak. Leaders enable pupils to recognise some risks to their well-being but have not considered issues associated with wider issues such as drug misuse, grooming and exploitation linked to the sale of drugs. Leaders have not implemented their plans fully to strengthen all pupils' understanding of extremism and radicalisation. Pupils are taught to be respectful to other faiths and cultures. They are encouraged to understand British values.

Leaders have not ensured that all the required information is made available to parents. This includes details about how the school meets the educational and welfare needs of pupils with educational and health care (EHC) plans. We also found that leaders have not made available the details about the education and welfare arrangements for pupils who speak English as an additional language (EAL). Leaders have no available information about how well pupils performed academically in previous years, including results in public examinations.

Pupils with special educational needs and/or disabilities receive effective support. Leaders and staff use pupils' EHC plans to meet their needs.

Pupils' behaviour helps to ensure that learning in lessons is rarely disrupted. Poor behaviour is very rare. There have been no exclusions since the previous inspection. Pupils are polite and respectful to each other and staff. Pupils and staff are confident that there are no instances of racism, sexism or homophobia, as the school's records show.

Leaders have not carried out all the required checks that secure pupils' welfare, health and safety. The school's premises and accommodation are not effectively maintained. For example, leaders have not made sure that cold-water supplies that are suitable for drinking are clearly marked for pupils.

Leaders have not followed the school's risk assessment policy effectively. They have omitted to carry out the necessary checks on fire and electrical safety and procedures. We found that some risk assessments to reduce identified hazards are

incomplete. This is particularly the case in the sixth-form block. Leaders have not provided suitable changing facilities and showers for those pupils who participate in extra-curricular sports. We also found that the room for the medical examination and treatment of pupils does not meet requirements.

Leaders do not have an accessibility plan to demonstrate how the school makes reasonable adjustments for any pupils with a disability. Consequently, the school does not meet the requirements of schedule 10 of the Equality Act 2010.

Pupils' attendance improves when they come to this school. However, there are a small number of pupils, particularly those who have to travel a long distance to school, who do not attend school as regularly as they should.

Safeguarding

The arrangements for safeguarding are effective.

Some minor errors were found in the school's single central record at the start of the inspection. Leaders rectified these errors during the inspection.

All staff receive regular safeguarding training. All staff are vigilant and know what to do if they have any concerns about a pupil's safety or welfare. Staff know every pupil well. The school's updated safeguarding policy is not available on the school's website.

Leaders and staff work closely with parents and external organisations to ensure that pupils are safe and supported.

What does the school need to do to improve?

(Information for the school and proprietor)

- The proprietor does not hold leaders to account well enough. Leaders are not challenged sufficiently to implement the school's action plans and improve key aspects of the school's work. The proprietor needs to ensure that there are clear and formal processes in place to secure the necessary improvements so that all the independent school standards are met.
- Pupils do not have access to the full range of curriculum subjects. Leaders do not check how well the curriculum is implemented. Leaders should improve the quality of education at the school by ensuring that the school's curriculum is broad and rich.
- Leaders have not made sure that the curriculum is coherently planned and sequenced, in order that pupils might build up their knowledge and skills effectively over time. Leaders should ensure that schemes of work are in place for all subjects, with clear plans on how pupils' knowledge, understanding and skills will develop in each year and from one year to the next.

- Staff training is limited. Leaders should review and improve the programme for professional development so that teachers are well supported to improve the planning of the curriculum and its delivery.
- At the time of the previous inspection, pupils did not receive PSHE teaching. The current planning for PSHE education is not comprehensive enough. Leaders should ensure that all pupils are knowledgeable about all potential risks to their well-being, including drugs, grooming, exploitation and extremist views. Leaders should ensure that there is a greater range of extra-curricular activities to support pupils' development and help them to understand how to become active citizens in society.
- Pupils still do not have PE lessons, and the range of extra-curricular activities is limited. This was the case at the time of the school's previous inspection. Leaders should broaden the curriculum with a programme of PE to support all pupils' physical development and well-being.
- Leaders have not reviewed and updated various school policies, particularly in the sixth-form block. They have not carried out some risk assessments to reduce any risks that are identified. Drinking water is not labelled. Leaders should ensure that all school policies and procedures, including risk assessments, are reviewed, updated and actioned.
- Leaders have not provided an effective careers programme for pupils in key stage 4. This means that pupils are not supported to make choices about their future lives. Leaders must make sure that all pupils have access to independent careers advice and guidance.
- A small number of pupils do not attend school regularly. Leaders should continue to work to improve the attendance of these pupils and ensure that they do not miss valuable learning.
- The school has not made essential information available. The school's up-to-date safeguarding policy is not on the school's website. Details about how the school meets the educational and welfare needs of pupils with EHC plans and those who speak EAL are also not available. Leaders must ensure that they comply with all the requirements for information that must be made available.
- Leaders must ensure that they have an accessibility plan to accommodate the needs of pupils with disabilities. They must comply with schedule 10 of the Equality Act 2010.
- Leaders have not provided suitable changing facilities and showers for those pupils who participate in extra-curricular sports. The room for the medical examination and treatment of pupils does not meet requirements. Space is not available to enable PE to be provided. Leaders are not providing the necessary premises and accommodation for pupils. Leaders must make sure that the school meets all the premises and accommodation requirements of the independent school standards.

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 Ofsted Parent View information 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.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

School details

Unique reference number	131288
DfE registration number	302/6109
Local authority	Barnet
Inspection number	10115234
Type of school	Other independent school
School category	Independent school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	65
Of which, number on roll in the sixth form	49
Number of part-time pupils	1
Proprietor	Jody Newman
Principal	Manuel Guimaraes
Annual fees (day pupils)	£15,950 to £16,950
Telephone number	020 8458 8524
Website	www.wentworthcollege.co.uk
Email address	karen.nedas@wentworthcollege.co.uk
Date of previous inspection	6–8 March 2018

Information about this school

- Wentworth Tutorial College is an independent secondary day school for girls and boys between the ages of 14 and 19. There are no pupils in Years 7 to 9.
- The school opened in 1989 and occupies three adjoining private houses on the North Circular Road in Hendon, North West London.
- The school's previous inspection was a standard inspection in March 2018, where its overall effectiveness was judged as requires improvement.
- The school does not use any alternative provision.

- There have been no significant changes since the previous inspection.

Information about this inspection

We 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 has failed to meet the independent school standards. These are the requirements of the schedule to the Education (Independent School Standards) Regulations 2014.

- We carried out this inspection with one day's notice.
- We considered English, mathematics, science, geography and art as part of this inspection. We met groups of pupils in Year 11 and students in the sixth form to discuss their learning in these subjects and looked at their work. We also met the teachers of these subjects.
- We met Year 11 pupils and sixth-form students to discuss their views about the school, behaviour and safety.
- We met the proprietor, principal, vice-principal and Year 11 and sixth-form staff.
- We spoke with representatives from three local authorities responsible for overseeing pupils' education, health and care plans.
- We scrutinised a range of policies and documents. We checked the school's compliance with the independent school standards.
- To inspect safeguarding we reviewed a range of the school's documentation and safeguarding records, and held discussions with leaders and staff.

Inspection team

Avtar Sherri, lead inspector

Ofsted Inspector

David Davies

Ofsted Inspector

Annex. Compliance with regulatory requirements

The school failed to meet the following independent school standards

Part 1. Quality of education provided

- 2(1) The standard in this paragraph is met if–
 - 2(1)(a) the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively; and
 - 2(1)(b) the written policy, plans and schemes of work–
 - 2(1)(b)(i) take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan; and
- 2(2) For the purposes of paragraph (2)(1)(a), the matters are–
 - 2(2)(a) full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
 - 2(2)(e) for pupils receiving secondary education, access to accurate, up-to-date careers guidance that–
 - 2(2)(e)(i) is presented in an impartial manner,
 - 2(2)(e)(ii) enables them to make informed choices about a broad range of career options; and
 - 2(2)(e)(iii) helps to encourage them to fulfil their potential
 - 2(2)(e)(g) where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs.
- 3 The standard in this paragraph is met if the proprietor ensures that the teaching at the school–
 - 3(a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
 - 3(b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
 - 3(c) involves well planned lessons and effective teaching methods, activities and management of class time;
 - 3(d) shows a good understanding of the aptitudes, needs and prior attainments of pupils, and ensures that these are taken into account in the planning of lessons;

- 3(g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress.

Part 3. Welfare, health and safety of pupils

- 11 The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005[12].
- 16 The standard in this paragraph is met if the proprietor ensures that–
 - 16(a) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
 - 16(b) appropriate action is taken to reduce risks that are identified.

Part 5. Premises of and accommodation at schools

- 23(1) Subject to sub-paragraph (2), the standard in this paragraph is met if the proprietor ensures that–
 - 23(1)(c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education.
- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including–
 - 24(1)(a) accommodation for the medical examination and treatment of pupils.
- 25 The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- 28(1) The standard in this paragraph is met if the proprietor ensures that–
 - 28(1)(c) cold water supplies that are suitable for drinking are clearly marked as such.
- 29(1) The standard in this paragraph is met if the proprietor ensures that suitable outdoor space is provided in order to enable–
 - 29(1)(a) physical education to be provided to pupils in accordance with the school curriculum.

Part 6. Provision of information

- 32(1) The standard about the provision of information by the school is met if the proprietor ensures that–
 - 32(1)(c) particulars of the arrangements for meeting the standard contained in paragraph 7 are published on the school’s internet website or, where no such website exists, are provided to parents on request.
- 32(3) The information specified in this sub-paragraph is–
 - 32(3)(b) particulars of educational and welfare provision for pupils with EHC plans and pupils for whom English is an additional language; and
 - 32(3)(e) particulars of the school’s academic performance during the preceding school year, including the results of any public examinations.

Part 8. Quality of leadership in and management of schools

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school–
 - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
 - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
 - 34(1)(c) actively promote the well-being of pupils.

Schedule 10 of the Equality Act 2010

- The school is not compliant with schedule 10 of the Equality Act 2010.

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