

Croydon Metropolitan College

30–32 South End, Croydon, Surrey CR0 1DN

Inspection dates	11–12 November 2015
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Sixth form provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a good school

- School leaders have created a strong sense of shared identity and mutual respect among staff and pupils. As a result, outcomes are good and improving.
- Teachers use their subject knowledge successfully to plan lessons which are interesting and linked well to pupils' needs. Teachers build effectively on pupils' previous learning, with clear steps to ensure that gains in pupils' knowledge are secure.
- Pupils make good progress from the time they join the college, and achieve well. This is mainly the result of consistently good teaching supported by weekly assessments which identify gaps in learning.
- The sixth form provision is good. It promotes good learning and achievement. Pupils are well informed of the routes available to them when leaving college.
- Pupils' behaviour is outstanding. They are very keen learners, showing high levels of motivation and a thirst for knowledge in the classroom.
- The college provides a safe and secure setting which makes a strong contribution to developing pupils' confidence and self-esteem.
- Parents are very supportive of the college. They agree that pupils are taught well and make good progress.

It is not yet an outstanding school because

- Sometimes, teachers do not check the progress of pupils well enough in lessons and use the information to deepen the learning of the most-able pupils in particular.
- Marking does not always identify clearly enough pupils' next steps in learning. Not all pupils respond to the guidance provided.
- Leaders have not used self-evaluation to identify clear priorities and actions for improvement, followed by checks on the impact of the work undertaken.
- The methods used to track pupils' progress since they joined the college do not identify clearly enough the amount of progress made.

Compliance with regulatory requirements

- The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment to outstanding by:
 - ensuring that all teachers regularly check pupils' progress in lessons and use this information to deepen the learning of all pupils, especially the most able
 - further developing the best practice in marking to ensure that pupils are always clear about the next steps required to improve their work and respond purposefully to the guidance given.
- Improve the effectiveness of leadership and management by making sure that:
 - the college's evaluation of its own performance is used to identify clear priorities and actions for improvement, including timescales, followed by checks on the impact of improvement work
 - the college's evaluation methods used to track pupils' progress since joining the college clearly identify the amount of progress made by taking account of a wider range of evidence beyond attainment information.

Inspection judgements

Effectiveness of leadership and management is good

- The vice-principal and proprietor have established a culture of high expectations, commitment and dedication among the staff. Staff, in their responses to the inspection questionnaire, express appreciation for the leadership and support demonstrated by the college leaders.
- Leaders have taken appropriate action to respond to the advice given during the previous inspection, and have addressed all the recommendations made for improvement.
- Relationships throughout the college are characterised by mutual respect between staff and pupils. Staff have full access to the vice-principal to discuss matters concerning individual pupils. This helps staff to refine their strategies for motivating and encouraging all pupils to maximise their progress. Pupils speak warmly about the support and consideration which they receive from staff.
- Leaders have ensured that the quality of teaching is good. Improvements have had a positive impact on pupils' achievement since the previous inspection. Good arrangements for the assessment of pupils' progress have been developed since the last inspection. Even so, the information gathered is not used precisely enough to identify whole-school trends and make comparisons between subjects.
- The range of subjects is designed to give pupils a personalised academic education. Pupils say they are pleased with the subjects offered and that the quality of teaching is good. The college places less emphasis on physical education than other curriculum areas. However, regular opportunities are offered for sport and exercise as part of the main curriculum and through after-school clubs, for example through the provision of yoga classes. The school is currently in discussions with a local sports club with the aim of expanding its provision for sports.
- The school devotes good attention to promoting the spiritual, moral, social and cultural development of pupils. Pupils have a sound understanding of fundamental British values, for example through their work in personal, social, health and economic education. They develop a good awareness of public institutions and services, and how pupils can make a positive contribution to the local and wider community.
- Leaders work well in partnership with parents and the local authority to ensure that all pupils are safe and well supported, for example through the effective implementation of healthcare plans for those with known medical conditions.
- The school's self-evaluation is accurate, based on a sound understanding of the college's strengths and weaknesses. However, leaders have yet to write an improvement plan that follows on from self-evaluation and identifies appropriate improvement actions. As a consequence, leaders are not able to evaluate the full impact of the college's work.
- The responses to the inspection questionnaire indicate that those parents who responded are very satisfied with the school and its work. Likewise, the staff questionnaires indicate high levels of confidence in the work of leaders.
- **The governance of the school**
 - The proprietor is ambitious for pupils to succeed academically and to be well prepared for higher education.
 - The proprietor has provided good teaching in a range of subjects in response to what parents and pupils have been asking for. The proprietor and leaders have ensured that all the independent school standards are met.
 - The proprietor manages the limited available resources well. He has ensured that they are used to enhance the school, such as in the improvement to computer facilities since the previous inspection.
 - The proprietor's work is not informed sufficiently by clear priorities and actions arising from carrying out self-evaluation of the school's performance.
- The arrangements for safeguarding are effective. Leaders ensure that the safeguarding policy is fully implemented so that pupils are properly protected. For example, the government's guidance on forced marriages has been communicated to staff, and pupils' awareness about the issues has been raised in personal, social, health and economic education lessons. Staff receive regular training and briefings to raise their awareness of potential safeguarding risks and how to minimise them.

Quality of teaching, learning and assessment is good

- The quality of teaching is successful in helping pupils to make rapid progress and achieve well. Teachers have confidence in pupils' ability to do well, and they rise to the challenge.
- All parents who responded to the Ofsted questionnaire agree that pupils are taught well at the college and make good progress as a result.
- Pupils' success is in no small measure the result of positive relationships between teachers and pupils. This is supported by very high standards of behaviour, strong subject knowledge of teachers, and the skilful use of questioning to build pupils' understanding. These ingredients were seen in a range of lessons across different subjects, where pupils were fully engaged and developed their knowledge and confidence very well as a result.
- Teaching focuses successfully on equipping pupils with the skills and knowledge needed to do well in examinations. This satisfies the demands of parents and pupils, who fully understand that they need to get the grades to gain access to a higher education programme of their choice. Teachers have detailed knowledge of the requirements of examinations and skilfully weave this element into their day-to-day teaching.
- Arrangements for the assessment of pupils' progress ensure that comprehensive information informs teachers' planning for successful learning. Teachers, through the use of weekly assessment tasks, have an increasing understanding of the strengths and areas for improvement in the work of individual pupils.
- The very small class sizes and the good relationships which exist between teachers and pupils allow teachers to provide detailed verbal feedback which helps pupils learn more. Teachers also provide useful written feedback which helps pupils improve. However, the next steps for learning are not always precise enough, thereby making it difficult for pupils to respond purposefully and make even better progress over time.
- Occasionally, teachers do not check the progress of pupils well enough in lessons or use this information to adjust their teaching. This affects the learning and progress of most-able pupils in particular who are not challenged consistently well throughout their lessons.

Personal development, behaviour and welfare are good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils say they are trusted by staff who care for them and support them to achieve well. The college is an orderly community within which pupils state that they feel safe and respected.
- Most pupils enter the college not having achieved their full potential in their previous school. The college is very successful at developing pupils' self-esteem and sense of achievement. As a result, almost all meet their target grades by the time they leave the college.
- All aspects of health and safety are underpinned by appropriate policies which are implemented effectively. Risk assessments are prepared and updated regularly, including those related to the needs of individual pupils, the safety of the premises and pupils' welfare on external visits. All aspects of fire safety are robust and suitably recorded.
- Pupils undertake charitable work: for example, the successful 'Wear it Pink' campaign raised funds for breast cancer last year. Pupils are currently engaged in organising the Christmas talent show, introducing different cultural perspectives to the nativity.
- Effective careers guidance, supported well by parents who practise a range of professions, provides pupils with appropriate choices and opportunities as they prepare for transition to higher education.

Behaviour

- The behaviour of pupils is outstanding. They demonstrate excellent attitudes to learning and the ability to sustain their concentration throughout lessons. Learning is consistently strong because pupils are active listeners and engage purposefully with all their teachers.
- Behaviour around the college is equally strong. Sixth form pupils, who comprise the very large majority in the school, mix comfortably with Key Stage 4 pupils, enjoying informal conversations and discussions during break times. The atmosphere is lively and very harmonious.

- Pupils have a very good understanding of the different forms of bullying which they may meet in college or in society. The school has clear procedures for dealing with any incidents of bullying in college. However, no incidents are recorded and pupils confirm that these kinds of things 'just don't happen here'. Indeed, pupils show great tolerance and respect for differences, including cultural background and sexual orientation.
- Pupils' attendance is above average and this contributes to their overall success. There is very little unauthorised absence and any risk of persistent absence is managed swiftly and appropriately in partnership with parents.

Outcomes for pupils

are good

- The academic achievement of pupils across all year groups is good because teachers engage pupils well in learning. Pupils show a keen desire to acquire new knowledge and understanding.
- Most pupils enter the college not having met their expected target grades at their previous school, in particular in mathematics, English and science. Pupils often go on to achieve at least two grades higher compared with their previous performance as a result of focused and intensive work throughout the year. The trend is set to continue, and this year many are expected to achieve higher than originally predicted when they first arrived at the college. Scrutiny of pupils' work supports the college's evaluation.
- All pupils gain a range of GCSE and A-level qualifications which prepare them very well for further and higher education. The school's own records show that all of last year's Year 13 leavers used their qualifications to access a higher education programme of their choice.
- Most able pupils are engaged successfully and make similar progress to other pupils. However, teachers often concentrate on ensuring that pupils complete tasks without giving sufficient consideration to how they learn or how they could make more rapid progress. Consequently, the learning of most-able pupils is not always as deep as it could be.
- Although progress is good in relation to their starting points when pupils join the college, methods used by the college to track pupils' progress are not sharp enough. This is because they do not identify with precision the amount of progress made over time, taking account of a wider range of evidence beyond entry and exit attainment information.

Sixth form provision

is good

- In relation to their starting points when they join the college, pupils make good progress and achieve above average results by the time they leave the sixth form. Most pupils in the college are sixth form pupils and are offered a range of academic subjects to study at A level. Good leadership has increased the number of pupils in the sixth form threefold compared with the number on roll at the time of the previous inspection.
- Teaching is good. Teachers explain concepts well and assess pupils' understanding through questioning which promotes sharp thinking and reasoning. However, teachers do not always deepen the learning of most-able pupils by challenging them throughout the lesson.
- Pupils say they value the careers support and guidance offered by the college. This ensures that pupils are clear about possible future directions and equipped with the knowledge to make informed choices. All sixth form pupils move on to higher education when they leave the college. Leaders are effective in promoting high aspirations and self-esteem.
- Weekly assessments are used well to track progress and identify learning needs. This information is used to plan focused, effective support enabling pupils who are underachieving to catch up. Pupils are appreciative of how the college supports and guides them in managing their learning to secure good outcomes.
- The personal development, behaviour and welfare of sixth form pupils are good. The college ensures that pupils are always safe and secure. They attend regularly and are punctual to lessons. They act as good role models for the younger pupils and play an increasing role in the wider life of the college.

School details

Unique reference number	137567
Inspection number	10006056
DfE registration number	306/6000

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

Type of school	Secondary day school
School status	Independent school
Age range of pupils	14–18
Gender of pupils	Mixed
Number of pupils on the school roll	22
Number of part time pupils	0
Proprietor	Sinnadurai Pathmamohan
Chair	Sinnadurai Pathmamohan
Headteacher	Muhilan Pathmamohan
Annual fees (day pupils)	£6,900–£14,360
Telephone number	020 8688 5777
Website	www.croydonmet.org.uk
Email address	viceprincipal@croydonmet.org.uk
Date of previous inspection	25–26 September 2012

Information about this school

- Croydon Metropolitan College is an independent co-educational day secondary and post-16 college registered for pupils aged 14 to 35 years, located in South Croydon.
- The college was first registered in September 2011. The maximum permitted number on roll was increased to 120 pupils following a material change visit in July 2012.
- There are currently 22 full-time pupils on roll, aged 14 to 18 years. Most pupils are in the age range 16–18 and engaged in A-level programmes of study.
- There are no disabled pupils, and no pupils have special educational needs or an educational, health and care plan.
- Some pupils speak English as a second language, although none are at the early stages of learning English. The college has no disadvantaged pupils on roll, that is, those who are supported by pupil premium funding.
- The proprietor is also the principal of the college, but the day-to-day operational management is undertaken by the vice-principal who is the head of school. The school does not have the equivalent of a governing body.
- The college does not use the services of any alternative provision.

Information about this inspection

- The inspection was carried out with one day's notice.
- Learning was observed in 11 lessons; four of these were joint observations with the vice-principal.
- Samples of pupils' work were scrutinised.
- The inspector spoke to teachers, the vice-principal and the proprietor. There was also a discussion with almost all the pupils currently registered with the college.
- The inspector took account of the 12 responses to Ofsted's online survey for parents, Parent View.
- Questionnaires submitted by seven members of staff were scrutinised.
- Documentation and policies were checked for compliance with the independent school standards.

Inspection team

Nasim Butt, lead inspector

Ofsted Inspector

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