

# David Game College

69 Notting Hill Gate, Kensington, London W11 3JS

## Inspection dates

2–4 May 2017

<b>Overall effectiveness</b>	<b>Outstanding</b>
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Outstanding</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is an outstanding school

- Leaders have built on the good and outstanding practice identified at the last inspection. Consequently, the college now provides its students with an outstanding education.
- The proprietor and leaders have created a culture where all members of staff strive to offer academic excellence in an environment that respects the beliefs and values of all.
- The quality of teaching is outstanding. Teachers have excellent subject knowledge. They plan lessons that help students quickly gain the understanding and skills they need to succeed in their examinations.
- Through frequent testing, teachers and leaders keep a sharp eye on students' ongoing progress. Students welcome their teachers' feedback and use the information well to improve their work. Leaders use the information to identify any student who is underperforming. They quickly arrange additional support so that the students can catch up without delay.
- Students, including those who have special educational needs and/or disabilities and the most able, make rapid progress from their varied starting points. This is because leaders carefully tailor the curriculum to meet students' needs. Students leave the college very well prepared for the next stages of their lives.
- Students have extremely positive attitudes to learning. They work hard and are determined to succeed. Behaviour in lessons and around the college is exemplary.
- The vast range of enrichment activities on offer means that the promotion of students' spiritual, moral, social and cultural development is of high quality. Many of these activities are obligatory for students on the GCSE courses. They are optional for older students, however. The few students who choose not to take part regularly miss out.
- Leaders have ensured that the school is compliant with all the independent school standards.

### 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?**

- Make sure that A-level and University Foundation Programme (UFP) students benefit fully from the wide range of personal development opportunities on offer.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The proprietor and school leaders firmly believe that all members of staff must help students to meet their academic potential and extend their cultural and social experiences. Members of staff and students work diligently and in harmony to meet these goals. As a result, students make rapid progress from their varying starting points and leave the college very well prepared for the next stages of their lives.
- Members of staff feel valued and morale is high. As a result, staff turnover is low.
- Since the last inspection, leaders have increased their monitoring of lessons. They regularly observe teaching and offer teachers useful feedback on how to improve. In addition, leaders check on students' progress every half term. Leaders use the information effectively to both hold teachers to account for their students' performance and to identify any extra help that underperforming students may need. Leaders support teachers in undertaking training to enhance their skills. As a result, leaders have made sure that the quality of teaching and students' outcomes continues to be outstanding.
- Leaders provide students with high-quality pastoral care. This is particularly effective in helping students who have had poor educational experiences in the UK before joining the college, as well as the majority of students who come from abroad without their families. As a result, students quickly settle into the college, follow expected routines and work conscientiously to succeed in their learning.
- The curriculum offers students a range of international GCSE (IGCSE) and A-level options. Students can opt to study subjects, which most schools teach over two years, in one year of intensive study. The UFP offers a programme of compulsory basic studies in English, mathematics, and information and communication technology (ICT) for the first term. Students then choose 'majors', offering courses, recognised by many universities, in five main areas aligned to subject areas typically taught at most universities. As a result, the vast majority of students leave the college to study a wide range of courses in universities across the UK and abroad.
- Leaders organise an induction day for all students. From the start, leaders teach students about equality and that the college will not tolerate any discrimination. Through assemblies and taught courses, students learn to respect all people, including those with protected characteristics. Students studying IGCSE courses are required to attend weekly assemblies. Recent topics have included sessions on human rights, online safety, living with HIV, the liberation of concentration camps and an address by a holocaust survivor. Visits to the Houses of Parliament and the High Court enable students to understand British institutions and the rule of law. Leaders invite A-level and UFP students to attend these assemblies, which some do. They do not, however, routinely participate in the broader educational visits such as to public institutions unless it forms part of their chosen course.

- Leaders have produced detailed schemes of learning for potential pre-IGCSE students as part of their application for a material change for the age range at the school to expand from the current 14–19 to 13–22. Leaders based their planning on the national key stage 3 curriculum, and with a strong emphasis on English and mathematics. Leaders are planning to introduce new IGCSE subjects from September 2017 and more the following year. This will mean that 13-year-olds who join the college will be able to study IGCSE over two years and complete at least eight IGCSE courses, more than current students do. The 22-year-olds will be able to register for the current courses on offer. College leaders have acquired a new site where they plan to start teaching from September 2017. The site is far larger than the current site and is in the last stages of refurbishment. The new site has more specialist rooms, like science laboratories and an amphitheatre. The proprietor has planned to develop another floor at the new site, which will contain a gymnasium, dance studio and a music-recording studio. These are planned to be ready for use in the autumn term. The new facilities will enable expansion of the curricular offer. The school is likely to meet the relevant independent school standards if the material change is approved.

### **Governance**

- The school does not have a governing body.
- The proprietor takes an active role in the college, visiting very often. He works very closely with senior leaders to check on all aspects of the college's work and drive forward improvements. He cares passionately and makes sure that members of staff support all students both pastorally and academically.
- The proprietor interviews every teacher twice a term. He discusses with the teachers the progress and needs of every student in the college. He also uses these opportunities to discuss the teacher's professional development needs. He is well aware of the quality of teaching and every student's progress.
- The proprietor and school leaders make sure that the college meets the independent school standards and other requirements.

### **Safeguarding**

- The arrangements for safeguarding are effective. The college has three designated safeguarding leaders. Leaders train members of staff at least annually and they give ongoing updates and reminders throughout the year. Members of staff are thus alert to the latest guidance. They say that they know every student well and know what to do if they notice anything untoward.
- One of the senior leaders was involved in creating how the school meets the requirements of the 'Prevent' duty. He brings his expertise to bear on the work of the college to make sure that students understand the dangers of radicalisation and extremism.
- Leaders are fully aware that, because most students arrive from abroad, they need a thorough understanding of how to keep safe in London and what to do if they have any concerns. Therefore, leaders deliver comprehensive induction training to all students when they join the college. Leaders continue to support students in staying safe throughout their time at the college. Consequently, students know what to do and whom to speak to if they have concerns.
- Leaders work closely with assigned social workers to the overseas under-16 students.

They are also in regular contact with the appointed guardians of the overseas students, and generally with parents, to ensure the students' safety and well-being.

- The school publishes its safeguarding policy on its website. The policy has proper regard to current government requirements.

### **Quality of teaching, learning and assessment**

### **Outstanding**

- The consistently high-quality teaching enables students to make fast progress in their learning.
- Teachers have subject-specific expertise, which they use effectively to plan learning that helps students gain new knowledge, understanding and skills in a systematic and secure way.
- Teachers have very high expectations of students' behaviour and work. As a result, students work diligently and stay focused on the work at hand throughout the lessons.
- Teachers explain difficult ideas clearly. They quickly pick up and address any misconceptions. Teachers are well aware that English is a potential barrier to learning for many students. They therefore spend time helping students understand subject-specific vocabulary so that they can benefit fully from the lessons and written resources. This helps students make rapid progress across the subjects that they study.
- Teachers give students considerable amounts of homework to extend their learning. One student's comment about this, which typifies students' attitudes, was: 'We are here to work and want to meet our targets.'
- Students say that they find the teachers very approachable. This means that students feel confident to ask for help if they do not understand. Inspectors observed that students are not embarrassed to make mistakes when answering questions in front of their peers. Teachers gladly give of their time outside lessons to help students who are stuck.
- Teachers test students often. The testing helps teachers to identify gaps in students' knowledge and to plan lessons to address any emerging weaknesses. Students welcome the feedback they get on how they have done, and use it constructively to improve their work.
- Leaders organise intensive catch-up teaching for students who arrive during the year. They quickly catch up and join the regular classes so that they can attain well by the end of the year.
- The special educational needs coordinator provides guidance to teachers on how to support students who have special educational needs and/or disabilities and adapt teaching accordingly. Teachers act on this advice and, as a result, students who have special educational needs and/or disabilities make rapid progress in their learning.
- Teachers give challenging work to the most able students and use questioning well to deepen their understanding. They also give them some extended homework tasks. As a result, the most able students make rapid progress and reach the higher grades of which they are capable.

### **Personal development, behaviour and welfare**

### **Outstanding**

## **Personal development and welfare**

- The school's work to promote students' personal development and welfare is outstanding. The welfare support leader assigns a personal tutor for each student. Together they fully support all students to deal with any challenges and difficulties that they face. Students and their tutors meet often to discuss pastoral issues, academic progress and plans for the future. The welfare support leader personally sees students on a daily basis when they experience major difficulties. As a result, students feel safe and secure, grow in self-confidence and become extremely successful learners.
- Students at the college come from about 40 different countries around the world. All are keen to learn about each other's countries and cultures. This enriches their lives. Students say that everyone respects each other and bullying is non-existent.
- Leaders organise themed events across the college that make a very strong contribution to students' personal development. These include, for instance, celebrating religious festivals, women's international day and a democracy week, as well as charitable fundraising events that the students lead.
- Students welcome the opportunities to take part in extra-curricular activities. Last year, members of the National Theatre supported the drama club in putting on a public play, 'I am spilling my heart out', about a lesbian 'coming out'. The debating society holds regular debates. They hotly debate many issues, including recently, 'Should Britain have a second Brexit referendum?'
- The weekly assemblies plus visits to British institutions make an excellent contribution to preparing students for life in modern Britain. These events are compulsory for those students studying IGCSE and optional for all other students. Although many choose to take part in these specific events, a few miss out because they choose not to join in.
- Students receive excellent impartial careers guidance. Before they join the college, students, their parents and senior leaders meet to discuss the student's aspirations and choice of subjects. Leaders are very flexible and happily support any student who wishes to change course if they feel they made a wrong choice.
- Leaders invite a range of speakers to talk to students about various careers, such as dentistry and women in engineering. Optional medical preparation seminars include sessions and debates on the ageing population, medical ethics and the biology of homosexuality. Leaders keenly support students in their applications for university and other career paths, such as apprenticeships. These include help with preparing for interviews, securing work experience during the summer holidays, and attending university summer schools and open lectures.

## **Behaviour**

- The behaviour of students is outstanding. Students join the college because they want to succeed. They are determined to work hard to meet their goals. They make excellent progress in their studies because of their extremely positive attitudes.
- Students' conduct and self-discipline are exemplary. Inspectors saw, in one instance, that

while waiting for their teacher to arrive at the start of a lesson, students, at their own initiative, studied by themselves, because they did not want to waste any time. This was typical of their positive attitudes and determination to make the most of their time in the college.

- Students fully follow the college's rules and the environment is litter free.
- Students attend regularly and come very well prepared for all their lessons.

### **Outcomes for pupils**

### **Outstanding**

- Overall, students make outstanding progress from their starting points in the wide range of courses on offer.
- Most students come to the college from abroad with varying degrees of competence in spoken and written English. Because of the extremely well-taught intensive courses in English, tailored to levels of competency, students quickly improve. This has a very positive impact on their success across the subjects.
- Since the last inspection, leaders have made sure that teachers of all subjects put a greater emphasis on subject-specific vocabulary and, where relevant, on developing deeper numeracy skills. This has supported students in making rapid progress across the subjects.
- In the 2016 IGCSE and A-level examinations, students reached slightly above-average standards overall. Given students' starting points, this represented outstanding progress. Current students are similarly making outstanding progress from their starting points.
- Most-able students make rapid progress because teachers have high expectations and set challenging work that the students relish. At both IGCSE and A level last year, the proportions of students getting the higher grades were above average.
- Students who have special educational needs and/or disabilities make equally rapid progress because teachers adapt their teaching to meet those students' needs.
- After A levels, the vast majority of students continue their studies in a range of subjects, including medicine, at British universities. Over half attend Russell Group universities.
- Those students studying on the one-year UFP also make rapid progress from their starting points. The vast majority continue to study at British universities, including some at Russell Group universities.

## School details

Unique reference number	100544
DfE registration number	207/6386
Inspection number	10034004

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	Tutorial college
School category	Independent school
Age range of pupils	14–21
Gender of pupils	Mixed
Number of pupils on the school roll	273
Number of part-time pupils	None
Proprietor	David Game
Vice Principals	John Dalton and Rachel Sherman
Annual fees (day pupils)	£14,000–£19,000
Telephone number	020 7221 6665
Website	<a href="http://www.davidgamecollege.com">www.davidgamecollege.com</a>
Email address	<a href="mailto:info@davidgamecollege.com">info@davidgamecollege.com</a>
Date of previous inspection	3 December 2013

## Information about this school

- David Game College is an independent tutorial college that prepares students for entry into higher education by offering a range of IGCSE, AS- and A-level, English as a foreign language and UFP courses.
- It is registered to admit students between 14 and 21 years of age. Currently, 273 students are on roll, 17 of whom are of compulsory school age.
- There are currently 10 students who have special educational needs and/or disabilities.
- A large number of the students are from countries other than the United Kingdom and speak English as an additional language.
- The college opened in 1974 and currently occupies a site in the Notting Hill area.

- The college states that it 'is committed to providing high quality education, ensuring that all students experience rapid learning and achieve their full academic potential'.
- The last inspection was in December 2013. Inspectors judged the college's overall effectiveness as good. They judged achievement, personal development and welfare, and the quality of teaching as outstanding.
- The college requested to change the age range from 14 to 21 years of age to 13 to 22 years as part of the inspection. It also requested approval for a move to new premises in the City of London.

## Information about this inspection

- The inspection was carried out with one day's notice.
- Inspectors observed learning in 20 parts of lessons. Some of these were joint observations with senior leaders.
- Samples of students' work were scrutinised. The school's information about students' progress and their destinations was also checked.
- Inspectors spoke to the vice-principals, other leaders and teachers. A meeting was held with the proprietor. There was also a formal discussion with three groups of students and various informal discussions with students during lessons.
- Inspectors took account of the 27 responses to the questionnaire for staff. There were only a few replies from parents to Ofsted's online questionnaire, Parent View.
- Inspectors checked documentation, policies and all aspects of the school's work for compliance with the independent school standards.

## Inspection team

David Radomsky, lead inspector	Ofsted Inspector
Susan Ladipo	Ofsted Inspector
Kanwaljit Singh	Ofsted Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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