

# RISE Education

Units 1–3, 37–39 Western Road, Mitcham CR4 3ED

## Inspection dates

5–7 June 2018

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

## Summary of key findings for parents and pupils

### This is a good school

- Since the previous inspection, the proprietor has opened a new school campus in Croydon. Senior leaders and staff have ensured that the school has maintained its previous strengths and continued to improve.
- Safeguarding is effective. Staff complete regular training and are alert to signs of potential abuse and neglect. They have a strong understanding of the most common safeguarding issues in the local communities they serve.
- Teaching, learning and assessment are good. Staff ensure that they take account of pupils' previous educational experiences and help them to make good progress quickly. However, the few most-able pupils are not consistently expected to apply their learning in more challenging contexts.
- Staff seize opportunities to develop pupils' reading and vocabulary during lessons. This helps pupils' overall progress, often from low starting points on entry.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils develop an ability to reflect on both their own learning and how actions affect others.
- Outcomes for pupils are good. On entry, pupils often have large gaps in their learning from historical underachievement. Regardless of their length of time in school, pupils are helped to overcome academic issues while developing an understanding of how to achieve their ambitions for later life.
- Pupils typically enter the school with low attendance. The school works well with parents and other agencies to support pupils in improving their attendance and taking responsibility for their learning.
- Pupils' behaviour is good. Initially, some pupils display challenging and disruptive behaviours. Staff work well with pupils, parents and other agencies to actively overcome this behaviour. Consequently, behaviour improves over time and pupils develop an ability to focus on their learning.
- Pupils receive effective careers guidance in key stage 4. However, this is not consistently developed in key stage 3 or in pupils' lessons. Senior leaders and staff have a good understanding of the independent school standards and ensure that they are met consistently.

### 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 further the academic progress of pupils by:
  - ensuring that teachers expect pupils, particularly the most able, to apply their learning in more complex and abstract contexts
  - further improving pupils' attendance so that it is at least in line with the national average when they return to mainstream education.
- Develop further the school's careers strategy by ensuring that:
  - pupils in Years 8 and 9 receive clear information and guidance, and future education, training and employment options
  - pupils make meaningful links between lessons being taught and future careers, training and employment
  - pupils deepen their understanding of further education, in particular options linked to university technical colleges.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The proprietor has ensured that the independent school standards are met.
- Since the previous inspection, due to a local independent school closing at short notice, the proprietor has successfully opened a new school campus in Croydon. Senior staff have ensured that the school's previously good teaching, pastoral care and safeguarding have been maintained across both sites.
- The headteacher, ably supported by the deputy, has ensured that staff have improved their modelling of writing and spelling since the previous inspection. Staff consistently model high-quality handwriting, accurate spelling and standard spoken English. This consistent model helps promote high expectations from pupils in their own work.
- Leaders monitor the quality of teaching both formally and informally. Expectations are reviewed regularly with individuals. This ongoing communication helps the deputy headteacher advise the headteacher on changes that are required to meet the needs of both pupils and staff. Improving the outcomes for individual pupils is central to this work and consequently pupils, regardless of their previous education, attainment or background, make good progress in their learning.
- Pupils' spiritual, moral, social and cultural development is promoted well and is a key strength in the work of the school. Pupils learn about and develop an appreciation of the different cultures and backgrounds that exist in different parts of Britain. Pupils understand the concept of democracy, elections and representation. They seek actively to have their views heard and contribute to the development of their school. For example, they ask for elections to set up their own pupil council. The school's mentoring sessions help pupils over time to better understand themselves, their progress in learning and their ambitions for the future. These sessions also play a central role in helping pupils to reflect and learn from their mistakes and successes. Pupils told the inspector that this was a key reason they felt better prepared for their next stage of education, training or employment.
- The curriculum is broad and balanced. Pupils can study GCSE English, mathematics, science, business education and citizenship. A range of further lessons contribute to pupils' learning and preparation for life. For example, art lessons, weekly visits to the gym (Merton) and boxing (Croydon) help pupils develop their physical and creative abilities. Pupils are helped to achieve in examinations appropriate to their ability and make good progress towards attaining well, regardless of their length of time at the school.
- The school adapts its curriculum to meet the needs of pupils at the school at any one time. Consequently, nearly all pupils, regardless of their background, including those learning English as an additional language, are prepared well to reintegrate into mainstream education. Links, where appropriate, are made with vocational further education colleges, helping pupils transition to a next stage of learning that is right for them. However, leaders accept that they need to develop a stronger understanding of university technical colleges and build these into the school's careers programme.
- Leaders go beyond national minimum expectations for reporting to parents and carers. Parents and referring schools receive a termly report on a pupil's academic and pastoral

progress. Regular reporting is also seen as a strength from the commissioning local authorities. Those spoken to during the inspection report that this is a key strength. This was exemplified by one commissioner, who said, 'They feedback on pupils' progress and difficulties regularly and are proactive in acting on challenge or suggestions from us. Equally, they recognise when we can provide help and additional resources to help pupils.' These regular assessments and communications help to ensure that leaders have an accurate understanding of the school's strengths and weaknesses and use this to plan school improvements effectively.

## Governance

- The proprietor is also the school's headteacher. He draws upon a range of external challenge to develop the school's plans for improvement. Merton and Croydon provide regular feedback from fortnightly local authority quality assurance visits to the school. This feedback is acted upon quickly and has helped the proprietor to maintain the school's good level of effectiveness.
- The proprietor has managed staff changes well. Recruitment has been focused carefully on finding the right staff to work with the school pupils. Staff training and peer mentoring have helped to ensure that, despite staff turnover, the school continues to be good and improving.

## Safeguarding

- The arrangements for safeguarding are effective.
- Senior leaders have ensured that staff not only understand but also rigorously implement the safeguarding policy. Staff understand deeply the issues relating to the most common safeguarding issues affecting the school's communities, for example gangs, knife crime and county lines. Consequently, leaders have created a culture of vigilance. Staff know and recognise the signs of abuse and neglect. They are quick to identify issues and tenaciously work with other agencies to ensure that early help is in place to support pupils and families.
- The school's curriculum helps develop pupils' awareness of issues which may affect their personal safety and well-being. Over time, pupils develop a better understanding of how to stay safe and not get drawn into gangs, knife crime or extremism.
- Reporting systems are used well by staff. Leaders have a clear understanding of thresholds for referring issues to the local authority. Local agencies appreciate the school's work to identify safeguarding issues at an early stage and seek help to stop issues escalating into serious concerns.
- Leaders ensure that safeguarding records are maintained well. The school shares information with local agencies and uses their knowledge of pupils to promote their well-being actively.

## Quality of teaching, learning and assessment

**Good**

- Teachers use information from pupils' previous schools to help plan an effective induction for new pupils. All pupils, including those attending the short six-week placement and

those who speak English as an additional language, benefit from teaching from carefully selected external agencies. For example, sessions are provided by the police, fire brigade and local health services.

- Teachers are ambitious for their pupils. Many pupils arrive late in the academic year. However, teachers' good subject knowledge and careful assessment help pupils to overcome historical gaps in their learning. Consequently, pupils begin to catch up in their learning and acquire new knowledge across their curriculum.
- Support staff are actively engaged to support pupils' learning and know pupils well. Good communication between teachers and support staff helps them together to develop pupils' learning. Together they keep pupils focused on learning and intervene quickly when individuals risk disrupting learning.
- Staff systematically develop pupils' vocabulary across the subjects they teach. This helps pupils overcome gaps, errors and misconceptions, while making good progress in their current learning. Skilful questioning from staff helps clarify individual pupils' depth of understanding and enables teachers to adapt their teaching during lessons.
- Teachers provide a good level of challenge for most pupils. However, the small number of most-able pupils are not consistently provided with opportunities to deepen their learning in more challenging contexts, particularly in mathematics. Leaders had recognised this issue in their plans for improving the school. However, their work is at an early stage. Therefore, it is too soon to assess the impact on teaching or pupils' outcomes.
- Work in pupils' files shows that they make good progress over time. Pupils' writing and presentation have improved, as has their accuracy of spelling and grammar. Staff understand phonics and skilfully help pupils who have not grasped the basic principles of learning to read. Records show that staff help pupils begin to develop an enjoyment of reading for pleasure. They make good use of this in their classwork and consequently make strides forward in their ability to comprehend and analyse the work of authors and playwrights.

## Personal development, behaviour and welfare

**Good**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Staff know their pupils well. When new pupils join the school, they quickly build a positive relationship based on mutual respect and trust. Staff develop a clear understanding of pupils' needs and their historical educational experiences, including the issues that have led to their placement in the school. Pupils say that they feel safe and that staff motivate them to strive to attain their aspirations.
- Over time, pupils develop an understanding of how tensions have arisen between different communities in London. Pupils begin to understand that some community tensions pre-date their birth and are not relevant to their own lives. Pupils are taught how to stay safe from a range of safeguarding issues. As one pupil explained, 'I know the dangers of knife crime. Any stabbing, no matter where on the body, can kill. Having a knife makes things more dangerous for me.'
- Staff provide pupils with regular mentoring sessions. These help key stage 4 pupils reflect

on their progress at school and consider, and plan, their future goals for education, training or employment. Staff help pupils better their understanding of the options open to them, including apprenticeships and vocational training. However, leaders agree that the school needs to offer a careers programme, better threaded through the school's curriculum, for pupils in all year groups.

- Pastoral support for pupils helps many overcome the issues that led to their referral to the school. Staff work well with referring schools and local authorities to plan for transition back to mainstream schooling. Consequently, pupils who reach the end of key stage 4 typically transition successfully to their next stage of education, training or employment.

## Behaviour

- The behaviour of pupils is good. Pupils' behaviour improves significantly during their time at the school. Instances of serious misbehaviour and exclusions are not uncommon when arriving first into the school. However, staff take time to get to know pupils as individuals. Trusting relationships are developed over time. This is a key strength in the school's work, given many pupils have had disrupted education historically. Consequently, repeat exclusions are rare as staff work to refine their interventions and mentoring with individuals.
- Pupils say that bullying is rare. Pupils appreciate the small scale of the school and say that they know each other well, regardless of background, group or previous school. Staff are alert and quickly deal with incidents, often before they develop into serious issues. Pupils develop a good understanding of the different kinds of bullying and its impact on the mental health and well-being of others.
- Pupils say that they enjoy school. Typically, they begin their time having had large periods of absence from their education. Staff work well with referring schools and local authorities to overcome historical barriers to pupils' attendance. Pupils begin to link their education with achieving their goals for future education, training or employment. Consequently, pupils' attendance typically improves the longer pupils attend the school.
- Pupils' attendance is currently slightly below the national average, which represents significant improvement over the academic year. However, some pupils still return to mainstream settings with attendance which is below that of their peers in mainstream schools nationally. Pupils who speak English as an additional language attend school frequently and have high attendance.

## Outcomes for pupils

**Good**

- Outcomes for pupils are good. Most pupils begin this school having experienced significant disruption to their education. Many have been excluded or have been regularly absent from their previous schools. Some of those pupils who speak English as an additional language have had variable experiences of schooling in other countries.
- However, careful planning and skilful teaching help pupils overcome these difficulties and make good progress towards GCSE qualifications. In 2017, pupils attained GCSE qualifications in English, mathematics, science, business education and citizenship. A focus on pupils' pastoral development helps enable this progress, for example helping pupils to demonstrate appropriate behaviour for a public examination.

- While all pupils make at least good progress, the few most-able pupils do not always make the progress that they are capable of, particularly in mathematics. Over time, these pupils are not given consistent opportunities to apply their learning in more difficult contexts.
- Daily checks and careful tracking over time enable leaders to ensure that pupils' attendance and behaviour are improving. Communication between the deputy headteacher, teachers and support staff helps all focus on the individual needs of pupils. This results in the good improvements that pupils make to their attendance, punctuality and academic outcomes.
- The support for those pupils who have special educational needs (SEN) and/or disabilities is planned well and helps meet their individual needs. Learning is tailored to these needs and ensures that pupils make good progress across all areas of learning.
- Excellent communication between teachers, support staff and the deputy headteacher ensures that she contributes actively to annual reviews of education, health and care plans. Referring schools and local authorities are kept up to date about the progress of their pupils and any pastoral concerns as they arise.
- Careful planning that involves all key staff helps to ensure that pupils successfully transition back to mainstream schooling. Good communication with mainstream schools and further education colleges helps to ensure that pupils' needs are communicated clearly to new providers of education or training.

## School details

Unique reference number	136678
DfE registration number	315/6589
Inspection number	10048720

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	Other independent school
School category	Independent school
Age range of pupils	5–7 April
Gender of pupils	Mixed
Number of pupils on the school roll	35
Number of part-time pupils	5
Proprietor	Joe Kerson
Headteacher	Joe Kerson
Annual fees (day pupils)	£6,500 to £10,500
Telephone number	020 8665 2605
Website	<a href="http://www.riseducation.org.uk">www.riseducation.org.uk</a>
Email address	<a href="mailto:jkerson@riseeducation.org.uk">jkerson@riseeducation.org.uk</a>
Date of previous inspection	29 April – 1 May 2015

## Information about this school

- Rise Education is situated in Mitcham in the London Borough of Merton. The school was registered in February 2010. It provides education for pupils who are at risk of permanent exclusion from mainstream schools or require a short-term placement. Pupils are referred to the school by local authorities and schools in Bromley, Croydon, Merton and Sutton.
- Since the previous inspection in 2015, leaders have opened an additional site at 32–34 Sydenham Road, Croydon CR0 2EF. Across both sites the maximum number of pupils the school can educate remains 40.
- Pupils are from a wide range of ethnic backgrounds. The proportion of pupils from minority ethnic groups is above the national average.

- There are three pupils with an education, health and care plan. There are currently four pupils who are looked after by the local authority.
- The school does not currently use off-site alternative provision.
- The school has a Christian ethos but welcomes pupils from other faiths or those of non-faith.

## Information about this inspection

- This full standard inspection took place with one day's notice.
- Teaching and learning were observed across the school. Visits took place in both the Merton and Croydon campuses of the school.
- The inspector held meetings with pupils to discuss induction of new pupils, their learning, behaviour, support following exclusions, and understanding of different cultures.
- The inspector checked pupils' work and considered the school's information on pupils' progress and attainment. He reviewed pre-employment checks on staff and looked at pupils' attendance and behaviour records. The inspector also reviewed documents and policies in relation to the independent school standards, including SEN and/or disabilities, safety and safeguarding.
- Meetings were held with the proprietor (who is also the headteacher), the deputy headteacher, the administration manager, the teachers and support staff.
- The inspector held telephone calls with a selection of referring local authorities and schools.
- There were too few responses to analyse Parent View, Ofsted's online survey. However, the inspector considered the free-text responses submitted by parents.

## Inspection team

David Storrie, lead inspector

Her Majesty's Inspector

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