

Westminster Tutors

84–86 Old Brompton Road, South Kensington, London SW7 3LQ

Inspection dates 11–13 February 2015

Overall effectiveness	Outstanding	1
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Sixth form provision	Outstanding	1

Summary of key findings

This is an outstanding tutorial college.

- The principal provides outstanding leadership. She leads and manages the college with a passion for the highest standards of academic achievement and personal development for all students.
- She is very well supported by a strong director of studies and other leaders who have an accurate view of the college's effectiveness.
- The quality of teaching is outstanding. Teachers have excellent subject knowledge that is supported by meticulous checks on students' progress.
- Subject leaders ensure that the range of subjects at Key Stage 4 is suitably broad and maximises students' opportunities for GCSE success.
- The college's promotion of the students' spiritual, moral, social and cultural development is excellent.
- Behaviour and safety are outstanding. The students behave very well and have a strong study ethic which helps them to achieve as well as they do. They feel safe and attend regularly.
- The sixth form is outstanding. Students achieve very well in a wide range of A-level subjects that lead to university.
- Students receive highly personalised advice and guidance so that they make informed choices about their next stage in education or employment.
- Governance has ensured that the college meets all the independent school standards.

Compliance with regulatory requirements

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

Information about this inspection

- The inspector visited seven lessons to evaluate the quality of teaching, students' learning and their behaviour, the majority of which were jointly observed with the principal. A wide range of students' work was closely examined.
- Meetings were held with the proprietor, principal, director of studies, teaching staff and administrative staff. In addition to informal exchanges with students, a meeting was held with eight students across the age-range.
- Students' behaviour within lessons and during breaks was observed.
- There were 17 responses to the online questionnaire Parent View and one parent also communicated their views in a phone call. The inspector also took account of the students' responses to the college's own satisfaction surveys.
- The responses from 20 staff questionnaires and one officer from the local authority were also analysed.
- In order to check the college's compliance with the independent school standards, a range of documents was analysed, including the college's safeguarding procedures and self-evaluation of the college's performance. In addition, achievement data, development plans, health and safety policies, monitoring files, staff meeting minutes, records and performance management were also examined.

Inspection team

Greg Sorrell, Lead Inspector

Additional Inspector

Full report

Information about this school

- Westminster Tutors is a co-educational independent tutorial college. It is registered to accept up to 100 boys and girls from the age of 14 to 19 years old, and above.
- The college has recently celebrated its 80th anniversary since being founded in 1934. In 1993, the college became part of the David Game College Group where it remained until being registered separately on 3 February 2014. David Game remains the proprietor of Westminster Tutors.
- Currently, there are 35 students on roll, 34 are in the sixth form provision and 15 of these attend on a part-time basis to follow specific A-level studies that are not available in their own schools. The college accepts students of all abilities. There is a small minority of disabled students and those with special educational needs, who have Asperger's syndrome or specific learning difficulties.
- Sometimes students join the college at times other than at the start of the school year and the vast majority enter in the sixth form provision.
- The college uses two alternative sites, Chelsea Sports Centre for physical education and in the summer term, the college uses laboratory facilities at David Game College.
- The college aims to 'maximise students' achievements through the provision of expert tuition within a warm and tolerant community'.
- This is the college's first inspection.

What does the school need to do to improve further?

- Ensure that evaluations of students' performance and the quality of teaching are shared more formally with the proprietor, so that he is able to hold leaders to account.
- Use the college's website to give parents a fuller picture of college life.

Inspection judgements

The leadership and management are outstanding

- The principal's passion and high expectations enable the college to successfully meet the independent school standards so that students are taught, behave and achieve exceptionally well.
 - She is very well supported by a director of studies who maintains meticulous records of students' achievement over a period of time. This knowledge of outcomes is complemented by regular visits to classrooms to see what is happening. Students are also encouraged to periodically review and report back on the quality of teaching they receive. Discussions with teachers indicate they have received feedback and are aware of their strengths and areas for development.
 - College leaders have rigorous procedures to monitor students' progress, attendance, behaviour and safety at the college and when the students attend the alternative provision. They also monitor the breadth of the curriculum to ensure that all required areas of learning are provided, including sport.
 - The teaching staff lead their subjects and serve as very effective middle managers. They are all responsible for the management of their own subject and attend regular, subject-related training, including that provided by examination boards. Several staff are pursuing higher degrees and doctorates within their specialism.
 - The proprietor ensures that all staff are suitably trained in all matters related to safeguarding. The staff responses via the inspection questionnaire indicated unanimous support for all aspects of the college provision in which they are all proud to teach.
 - Parents receive timely reports about their children's progress. The principal ensures that all reports related to any students with statements of special educational needs are supplied for the purposes of annual reviews. Funding reports to placing authorities are duly supplied and the local authority confirmed in a questionnaire that it is very satisfied in all respects.
 - The promotion of the students' spiritual, moral, social and cultural development is very effective. The curriculum provides a wide-ranging programme of personal, social, health and citizenship education that also includes sex and relationship education.
 - Students participate fully in discussions and respond well to these programmes. For example, sixth form biology students reflect on the moral dilemmas within genetic engineering. Economists ponder topical issues such as the role of the state in setting minimum wages and fair rents.
 - College elections give all students experience of democracy and as a result they are well prepared for life in modern Britain.
 - The college promotes students' involvement with 'The Challenge', a government funded charity that gives opportunities to develop leadership and teamwork skills with young people from a range of backgrounds in outdoor pursuits. Students attend local leisure centres to maintain their fitness and develop an understanding of healthy living. The students' literacy and numeracy skills are developed effectively throughout the college.
 - The college provides comprehensive and timely careers education and guidance for the students' next stage. All students are interviewed regularly to share their aspirations and preferred pathways to university or employment.
 - The proprietor expresses full confidence in the college leaders and he receives regular first-hand information from the principal in relation to the quality of teaching and the students' performance. Through the staff handbook and in daily practice, the college shows a strong commitment to equality of opportunity, so that discrimination is rigorously tackled.
- **The governance of the school:**
- The proprietor, in liaison with the principal, is highly effective in ensuring that the college implements its policies effectively and meets all the required regulations, including those for child protection and safeguarding students.
 - Parents are unanimous in their views that their children feel safe at college and they would recommend the college to other parents. Although parents recognise their children are safe, a third responded that they did not know about how the college would tackle bullying if it arose. This lack of information could be addressed by newsletters posted on the website and so give parents a fuller picture of college life.
 - The proprietor has a strong track record in developing education at home and abroad and ensures that the college actively promotes tolerance and respect for all cultures and faiths. He provides considerable expertise and support for the work of the college. He is highly experienced and values

the role of the principal highly. He has ensured that the few unmet regulations identified during the pre-registration process have been successfully addressed, these being the provision of safe recruitment training and improvements to the premises.

- The proprietor has a good knowledge of the college's effectiveness, including the performance management of teaching and the procedures for improvement and sharing best practice. He is based at the college and meets with the principal daily to receive information about the students' achievements and the quality of teaching, including the process for setting targets for teachers. Although these arrangements enable the proprietor to have an understanding of the college's performance, the feedback is typically verbal. The principal recognises that formalising these meetings, including study of college leaders' detailed written evaluations, will promote an even sharper view of the college's effectiveness. It will also assist the proprietor in challenging the leaders to even higher standards.

The behaviour and safety of pupils

are outstanding

Behaviour

- The behaviour of students is outstanding; they develop very positive attitudes to their studies and these contribute strongly to their social and personal development. The students' attendance is good.
- The students return the courtesy and respect shown to them by staff. They are also very supportive of each other and strong friendships are evident. During an interview with students across the age-range they confirmed an absence of bullying within the college. One student recalled experiences from a former school, 'Believe me, I know what bullying looks like and there's none of that here.' The students' good levels of punctuality and attendance are further evidence that they enjoy life at the college.
- The students show a strong resolve to improve their grades. This is confirmed by an analysis of homework records that includes comments on the students' commitment to complete out-of-college coursework.
- In lessons, the students apply themselves exceptionally well to the set tasks and complete work to a high standard. They develop excellent listening skills and offer opinions readily about topics being studied. They make good use of skills learned in study workshops, for example strategies for learning, including use of abbreviations in note taking. The students are proud of their work and willingly discuss how they are doing.
- Within the programme for personal, social, health and citizenship education (PSHCE), all students develop a thorough understanding of British values including democracy. For example, they hold meetings that enable candidates for the posts of head boy and head girl to state their case for election. Recent themes in PSHCE have included a visit to University College London for a lecture entitled, 'Does parliament matter?' The scheme of work also required the students to create presentations on democracy to staff and peers.
- The students are encouraged to consider moral and social issues such as the whole-college support for a school for children with autism in Pakistan. Much closer to home, sixth form students listen to school children read in the local library. In this way they develop an understanding that service to others is not merely about money.
- Many faiths are represented within the college and staff give talks about different religions and the value attached to tolerance within modern Britain. Students are able to discuss topical news events and understand the potential for harm through social media and undue peer pressure.
- Through a comprehensive range of policies leaders have ensured that all the independent school standards for this aspect are met.

Safety

- The college's work to keep the students safe and secure is outstanding. Parents unanimously agree.
- All staff receive appropriate training in safeguarding. The designated safeguarding lead personnel are fully trained and there are good systems to ensure safe recruitment and relevant record keeping. Staff are also suitably qualified in first aid and fire safety.
- All welfare, health and safety matters are supported by relevant policies and regular inspections. The compact premises are well maintained and all the required regulations are met.
- The college maintains detailed records of admissions, attendance and behaviour. Senior leaders promptly address any issues that may adversely affect the safety and well-being of students or staff. Incidents of serious misbehaviour are very rare.
- The college implements its risk assessment policies well, for example for practical activities, off-site visits

and work experience placements. The students receive comprehensive guidance about staying safe, including the potential hazards of social media. As a result, students feel very safe and secure in the college and equally so when using any alternative provision. Leaders have ensured that all the independent school standards are met for welfare, health and safety.

The quality of teaching

is outstanding

- The quality of teaching is outstanding and has been instrumental in enabling students to achieve extremely well. Leaders have ensured all the independent school standards for teaching and assessment are met.
- The quality of relationships throughout the college is another factor that impacts strongly on students' achievements. The teachers know their students' personal skills and academic abilities very well due to close attention to the students' progression through coursework. All lessons are tightly focused on the students' needs as a result of regular checks on students' progress.
- Students receive good feedback from marked work as a result of teachers' relevant points for improvement and motivational comments. Discussions with students confirm that they are aware of teachers' high expectations and they know how well they are doing.
- Students reinforce their own learning by making notes during discussions and this prepares them well for the next stage which is typically higher education. Teachers ensure the students are aware of examination requirements, including the importance of how coursework is presented. Consequently, in all subjects, there is a suitable emphasis on the development of literacy, mathematics and reading.
- An analysis of teachers' planning revealed detailed plans that adhered to comprehensive schemes of work designed to meet the demands of the syllabus.
- Regular attendance at subject-specific training enables the teachers to keep abreast of current developments in GCSEs and A levels. Scrutiny of students' coursework evidenced meticulous marking and appropriate responses from students that ensured progress in their learning.
- The large majority of parents agree that their children are taught well.

The achievement of pupils

is outstanding

- Almost all students make rapid progress from broadly average starting points. In the past three years, 100% of students have achieved five or more A* to C at GCSE, including English and mathematics. This above average attainment represents outstanding achievement.
- The most able students respond very well to the outstanding teaching they receive and achieve very well. Over the last three years, these students have gained A* to C passes in a range of subjects, including English language, English literature, mathematics, biology, chemistry, physics, French and Latin. The college does not enter students for GCSEs earlier than expected.
- When regular assessments and teachers' marking reveal that any students are falling behind, programmes of study support are implemented in a timely manner to promote achievement that matches potential.
- There are no significant differences in achievement of different groups of students, such as those relating to gender, ethnicity or part-time status. The achievement of students who sometimes attend alternative provision, such as David Game College for chemistry, is equally high.
- Teachers are acutely aware of any students with medical needs and special educational needs, such as dyslexia and Asperger's syndrome, and they provide additional support that meets their needs. The college studies any attainment on entry information and also runs a series of tests to establish an accurate starting point for all students. The college successfully meets its aim to prepare students well for sixth form studies.
- The large majority of parents are confident their child is achieving exceptionally well. Leaders have ensured all the independent school standards for this aspect are met.

The sixth form provision**is outstanding**

- The principal and director of studies use their extensive knowledge and expertise to drive the college's sixth form provision. The impact of their leadership is seen in the high quality of teaching and the outstanding outcomes for students. Leaders have ensured all the independent school standards for the sixth form provision are met.
- At the end of the last academic year, 42% of students achieved A-level grades of A* to A, 74% gained grades of A* to B and 95% left with grades of A* to C. This is well above national averages and these outcomes are typical of results for the past three years. From their above average starting points this represents outstanding progress.
- At the end of the last year, all students left to pursue higher education or employment opportunities. Ninety per cent of students went on to study at university and almost half, 47%, were accepted at well-known universities.
- Students receive excellent guidance in their choice and studies for A and AS level. A wide range of courses are on offer. Subjects include: English, English literature, mathematics, further mathematics, biology, chemistry, physics, geography, history, philosophy, French, German, Spanish, art and design, economics, psychology, sociology, classical civilisations, politics and religious studies.
- The students' outcomes are achieved as a result of the outstanding teaching they receive. All teachers have high levels of expertise in their subjects. They also demonstrate that they know precisely where the students are in their learning. Marking of coursework is seen as essential guidance and feedback for future learning.
- All teachers know the course requirements and are experienced in enabling the students to present their understanding in the most effective way. Typically lessons are taught on an individual basis and teachers find imaginative ways to keep the students' engaged. Very effective use is made of topical news and relevant video clips that address key concepts.
- Students are encouraged to read widely to embed their knowledge, for example keeping abreast of political news events and reading financial articles to support the study of economics. In between lessons, students use their study time productively to research and complete their work. This makes a strong contribution to their success. The college leaders effectively oversee the progress of students with special educational needs to ensure that any achievement gaps are closed.
- Significant attention is given to the students' personal and social development and this prepares them well for life in modern Britain. All cultures represented in the college are celebrated and students are encouraged to share their views and beliefs. For example, a recent West End theatre trip to see 'East is East', promoted discussions about the assimilation of other cultures into British life. There are detailed records of students' aspirations, and work-experience placements including volunteering.
- Sixth form students access a college-designed programme to familiarise students with the application process to universities. They understand the procedures for applications, tests and entry requirements for all degree courses.
- The college offers access to the programme to similar settings and local state schools. Students told the inspector that they find the college very flexible in meeting their academic needs such as changes to their university applications. They reported that they feel very well supported by the expert and impartial guidance they receive so that they can make informed choices about onward destinations.
- In discussion, the students demonstrate a mature appreciation of how to stay safe. They respond well to PSHCE lessons that address issues such as sex and relationships, peer pressure, and misuse of alcohol, drugs and the internet. They recall recent news events that illustrate the potential for harmful consequences, for example cyber bullying and substance abuse.
- Students feel secure in the knowledge that they can approach personal tutors if they have any personal or academic concerns. They also appreciate the quality of teaching they receive, including that in English and mathematics. One said, 'It's the best place ever!' There were no dissenting voices and the students would recommend the college to others as would their parents.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	140603
Inspection number	454302
DfE registration number	207/6009
Type of school	Tutorial College
School status	Independent school
Age range of pupils	14–19+
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	35
Of which, number on roll in sixth form	34
Number of part time pupils	15
Proprietor	David Game
Principal	Virginia Maguire
Date of previous school inspection	Not previously inspected.
Annual fees (day pupils)	£6,000–£22,000 depending on study programme
Telephone number	020 7584 1288
Fax number	020 7584 2637
Email address	info@westminstertutors.co.uk

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