

# Bellerbys College London

Bounty House, Stowage, London, SE8 3DE

## Overall outcome

**The school meets all of the independent school standards that were checked during this inspection.**

## Boarding outcome

**The school meets all of the national minimum standards that were checked during this inspection.**

## Main inspection findings

### Part 1. Quality of education provided

*Standards not met at the time of the previous inspection: Paragraph 2(1); 2(1)(b); 2(1)(b)(i)*

The standard in this paragraph is met if the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an education, health and care (EHC) plan.

- At the time of the previous inspection, these standards were not met. The college did not take into account the aptitudes and needs of all students because some groups did not achieve as well as they should have done.
- The standards are now met. GCSEs, A levels and undergraduate courses are effectively supported by written policies, plans and schemes of work. Senior leaders monitor how well the course plans are implemented. In addition, students' progress and the quality of teaching are monitored thoroughly. Consequently, these actions have led to a significant improvement in the 2016 results. For example, the proportion of students achieving A\* to C results in GCSE examinations increased from 48% in 2015 to 89.5% this year. The proportion of students achieving the higher grades also increased from 11.4% in 2015 to 18.75%.
- Those students with particular needs, including those who have special educational needs and or/disabilities, are well catered for by both the academic and strengthened pastoral teams.
- The college appointed a special educational needs and/or disabilities liaison officer who is responsible for overseeing the support, teaching and welfare of any student who is identified as requiring additional support. Strong links now exist with external agencies including an educational psychologist.
- Senior leaders frequently meet in the multi-disciplinary team meetings to discuss students' welfare and learning issues and how to support them. As a result of these meetings, students are effectively supported in lessons. They are provided with additional resources and time if required.
- Students who require additional English language support are accurately identified and supported in a timely manner. Additional lessons are provided for students during school time. The lessons enhance both spoken and written English in different subjects.

### Part 3. Welfare, health and safety of pupils

*Standards not met at the time of the previous inspection: Paragraph 7; 7(a); 7(b)*

The standard in this paragraph is met if the proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State.

- At the time of the previous inspection, these standards were not met because the college did not have robust policies and procedures to ensure the safety of students.
- The standard is now met. The college publishes its safeguarding policy on its website. The policy meets current government requirements.
- The college promotes the welfare of students well. The principal has made sure that all staff have regard to the very latest guidance issued by the Secretary of State. Those staff that the inspector spoke to were able to explain their understanding of safeguarding and how the college's systems for protecting students worked.
- The college's single central record is up to date and regularly checked by senior leaders and managers. Recruitment procedures are secure.
- Systems and procedures are in place for ensuring that any student's absence is followed up promptly by the attendance officer. Attendance has improved dramatically.
- Staff and senior leadership changes that were reported in the previous monitoring report have ceased. Leaders and managers have been in place for over a year and are on permanent contracts. Staff told inspectors that the morale of teachers and support staff is very positive.

### Part 8. Quality of leadership in and management of schools

*Standards not met at the time of the previous inspection: Paragraph 34(1); 34(1)(a); 34(1)(b); 34(1)(c)*

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 demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently; fulfil their responsibilities effectively so that the independent school standards are met consistently and actively promote the well-being of pupils.

- At the time of the previous inspection, these standards were not met because leaders and managers did not have a secure understanding of the independent schools standards or the national minimum standards for boarding schools.
- The standards are now met. Since the previous inspection, staffing and leadership positions have stabilised. Consequently, staff morale has improved and the required systems and procedures to manage the college effectively have been well established. This is because of the strong and direct leadership of the principal who has worked tirelessly to ensure that the independent school standards are met.
- The principal is well supported by the senior leadership team who have a clear understanding of what is required to meet the independent school standards. The academic director oversees an effective system and team who support those students who are in need of additional help, guidance and advice.

- Senior leaders and staff have an effective knowledge of the most recent government guidance for keeping students safe and helping them to understand the risks and issues regarding living in a different country. At the beginning of the academic year, all staff were provided with the most up-to-date training relating to female genital mutilation and child sexual exploitation. Staff know and understand their responsibilities with regard to the duty to prevent pupils being drawn into situations which put them at risk or harm.
- Record-keeping and systems to check the safe recruitment of staff are up to date. Work with different agencies to protect students is effective and the college has developed strong links with the local authority safeguarding team.
- The well-being of students is paramount in the college. Students in both the boarding and education provisions told inspectors that they feel safe and well looked after. When they arrive from their respective home countries, they are provided with effective induction to help them settle in to their new environment.
- Key information regarding keeping safe both physically and online is effectively presented to students on a regular basis. To ensure students have a good understanding of the important messages, there are staff available to translate work and support students in their own language to minimise any misunderstanding.
- The proprietors take safeguarding seriously. To this effect, they have developed a strong approach to safeguarding. An advisory board has been established that holds senior leaders to account. The board includes a safeguarding lead whose role is to ensure that safeguarding arrangements are maintained and effective.

## Boarding provision

### Compliance with the national minimum standards for boarding schools

*Standard 11.1; the school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State.*

- The standard is met. Boarding is safe and well managed. Leaders, managers and staff provide a safe and nurturing learning and living environment.
- Leaders and managers have dealt with the previous unmet standards effectively by monitoring and training to ensure that staff have the appropriate skills, knowledge and understanding. Staff receive monthly safeguarding newsletters and daily bulletins with a safeguarding message. Recent topics have included online safety and drugs.
- Students are helped to understand risks to their safety by the use of creative strategies such as a quiz covering safeguarding topics, including knowing the school's welfare staff, bullying and what happens when a child is missing. Safeguarding assemblies also take place, covering themes that include personal safety, crime and gangs, sex and consent and stopping violence against women.

*13.1; the school's governing body and/or proprietor monitor the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school and take the appropriate action where necessary.*

- This standard is met. Leaders and managers have ensured that all staff are appropriately trained and able to carry out their duties effectively.
- The proprietors and senior leaders have taken effective actions to improve the areas that were judged to be not meeting the standards at the time of the previous inspection.

*13.2; there is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.*

- This standard is met. A comprehensive handbook for boarding staff and other key documents, which includes a handover sheet between education and boarding staff, have been revised to ensure good practice and professional expectations.
- Communication between academic and boarding staff is effective. Information regarding individual students and any concerns staff may have is transferred in a timely manner between staff teams.

*13.3; the school's leadership and management demonstrate good skills and knowledge appropriate to their role.*

- This standard is met. Proprietors provide robust leadership and support. External consultants and advisers have provided additional quality assurance. As a result, the monitoring of the boarding provision's performance is carefully reviewed on a regular basis by senior leaders and the advisory group.

*13.4; the school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.*

- This standard is met. Senior leaders and managers take their responsibilities to meet the national minimum standards very seriously. As a result, regular reviews and monitoring of the boarding provision's practice are in place. These are used to provide feedback to staff about any further improvements. The advisory group hold leaders to account for the boarding standards being met through regular visits and meetings.

*13.5; the school's leadership and management and governance actively promote the well-being of pupils.*

- This standard is met. Leadership of the college's safeguarding is effective. The designated safeguarding lead ensures that good practice is consistently carried out by all staff. All staff promote the well-being of the students. Additional support is provided by the college nurse, welfare officer, Chinese counsellor and a nominated lead on behalf of the advisory board. All these staff have completed the highest level of safeguarding training. Consequently, staff are well informed and students feel well looked after in both the academic and boarding provision.

*13.8; the records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate.*

- This standard is met. Regular checks of all the key records, including fire safety, first aid and risk assessments are routinely carried out. Senior leaders hold all staff to account through regular, formal meetings and examination of documents. The checks are reported on a regular basis to the proprietors.

## Compliance with regulatory requirements and national minimum standards for boarding schools

The school meets the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that were checked during this inspection. This included the standards and requirements that the school was judged to not comply with at the previous inspection. Not all of the standards and associated requirements were checked during this inspection.

### The school now meets the following independent school standards

- The standard in this paragraph is met if the written policy, plans and schemes of work take into account the ages, aptitudes and needs of all pupils, including those pupils with an EHC plan (Paragraph 2(1); 2(1)(b); 2(1)(b)(i)).
- The standard in this paragraph is met if the proprietor ensures that arrangements are made to safeguard and promote the welfare of pupils at the school and such arrangements have regard to any guidance issued by the Secretary of State (Paragraph 7(a); 7(b)).
- Arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school and such arrangements have regard to the National Minimum Standards for Boarding Schools or, where applicable the National Minimum Standards for Residential Special Schools or the National Minimum Standards for Accommodation of Students under Eighteen by Further Education Colleges (Paragraph 8(a); 8(b)).

### *Standards for boarding that were not met at the previous inspection:*

- The school ensures that
  - arrangements are made to safeguard and promote the welfare of pupils at the school and
  - such arrangements have regard to any guidance issued by the Secretary of State. (11.1).
- The school's governing body and/or proprietor monitor the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and take appropriate action where necessary (13.1).
- There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff (13.2).
- The school's leadership and management demonstrate good skills and knowledge appropriate to their role (13.3).
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met (13.4).
- The school's leadership and management and governance actively promote the well-being of pupils (13.5).
- The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate (13.8).

**The school now meets the following national minimum standards for boarding schools:**

- The school ensures that
  - arrangements are made to safeguard and promote the welfare of pupils at the school and
  - such arrangements have regard to any guidance issued by the Secretary of State (11.1).
- The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary (13.1).
- There is a clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff (13.2).
- The school's leadership and management demonstrate good skills and knowledge appropriate to their role (13.3).
- The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met (13.4).
- The school's leadership and management and governance actively promote the well-being of pupils (13.5).
- The records specified in Appendix 2 are maintained and monitored by the school and action taken as appropriate (13.8).

## School details

Unique reference number	134827
Social care unique reference number	SC063056
DfE registration number	203/6376
Inspection number	10018076

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.

The inspection of boarding provision was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for boarding schools.

Type of school	Independent
School status	Independent boarding school
Age range of pupils	15–19
Gender of pupils	Mixed
Number of pupils on the school roll	131
Number of part-time pupils	0
Number of boarders on roll	32
Proprietor	Bellerbys Educational Services Limited
Chair	Mike Everett
Principal	Alison Baines
Annual fees (day pupils)	£21,360
Annual fees (boarders)	£32,100
Telephone number	020 8694 7000
Website	<a href="http://www.bellerbys.com">www.bellerbys.com</a>
Email address	<a href="mailto:abaines@studygroup.com">abaines@studygroup.com</a>
Date of previous standard inspection	February 2011

## Information about this school

- Bellerbys College is situated in the London Borough of Greenwich. It is owned by Bellerbys Education Services Limited. The college was established in 1997 and moved to its current premises in 2004.

- The aim of Bellerbys College is to prepare students for admission to British universities.
- All students are from overseas, with most coming from China, Vietnam and Russia. The college is non-selective. Students are required to achieve minimum standards in English and academic studies in their home country before being offered a place at the college.

## Information about this inspection

- This inspection was carried out at the request of the registration authority for independent schools. The purpose of the inspection was to monitor the progress the school has made in meeting the independent school standards and other requirements that it was judged to not comply with at its previous inspection.
- The Social Care Regulatory Inspector evaluated the extent to which the boarding provision meets the requirements of the national minimum standards for students' welfare, behaviour and safety. The inspector checked the college's management and development of boarding, and the deployment of suitability of staffing arrangements.
- The school submitted an action plan to the Department for Education (DfE), which was judged to require improvement by Ofsted in January 2016. There were insufficient details regarding monitoring arrangements by senior leaders.
- This was the college's fourth monitoring inspection since its previous full inspection in February 2011. Subsequent additional inspections took place in November 2011, June 2013, October 2013 and June 2015. At each of these inspections numerous standards were still not being met.
- This was an unannounced inspection.

## Inspection team

John Seal, lead inspector	Her Majesty's Inspector
Seka Graovac	Social Care Regulatory Inspector

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Piccadilly Gate  
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Manchester  
M1 2WD

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