

School inspection report

29 April to 2 May 2024

Bales College

2j Kilburn Lane

London

W10 4AA

The Independent Schools Inspectorate is appointed by the Department for Education to inspect association independent schools in England. Our inspections report on the extent to which the statutory Independent School Standards and other applicable regulatory requirements are met, collectively referred to in this report as 'the Standards'.

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Summary of inspection findings

1. Leaders do not have the required skills and knowledge to actively promote and safeguard pupils' wellbeing in all areas. The leadership of the school is in a period of transition, with the role of head undertaken temporarily by the vice principal. The school community are unclear about the leadership structure. Insufficient time and status are given to key leadership roles, including safeguarding. Policies do not always have regard for the relevant legislation, including the safeguarding policy. Consequently, Standards are not met consistently, and there are serious and multiple failings in provision.
2. Leaders do not have adequate oversight of risk and the processes to manage it effectively. There is no effective oversight of risk assessments, and identified risks are not always addressed.
3. Not all information required by the Standards is provided to parents and prospective parents, in particular the name of the person undertaking the role of head.
4. Leaders define the school's ethos and aims clearly. The school welcomes some pupils who have not been attending school, have been excluded from other schools or who have not had their learning needs met elsewhere. Pupils understand and appreciate each other's needs and are mutually supportive. Pupils have a keen sense of morality; they know right from wrong and are articulate and express their views clearly.
5. Pupils make good progress overall, but this is not always consistent. There is a lack of oversight of teaching, and as a result leaders do not always identify and support groups of pupils who are not making consistent progress, or assess its impact. However, individual lessons are generally well planned. There is a suitable framework for assessment. Pupils who have special educational needs and/or disabilities (SEND) are identified and their needs are met. Teachers successfully encourage pupils to be independent in their learning, in line with the school's aims, which increases their confidence. Pupils who have English as an additional language (EAL) are well supported and make good progress in their fluency in English.
6. The curriculum does not ensure pupils develop suitable technological skills. In addition, the development of their aesthetic and creative skills is restricted by the limited opportunities available.
7. Leaders do not provide all pupils with access to a range of clubs and societies, limiting the potential opportunities for them to acquire new skills and interests. Pupils over compulsory school age do not have a suitable programme of activities beyond their academic studies.
8. Leaders do not develop, consult with parents or publish a suitable curriculum for relationships and sex education (RSE). Pupils above compulsory school age do not have access to learning in this area appropriate to their needs. They do not receive suitable guidance to develop all the skills and knowledge they need to keep themselves safe in preparation for life in modern society.
9. Expectations of pupil behaviour are made clear by leaders and pupils behave well. Pupils respect their individual differences and are mutually respectful.
10. The arrangements for health and safety do not meet the Standards and, as a result, the premises and accommodation are not maintained to such a standard to ensure the health, safety and welfare of the pupils.

11. Those staff with responsibility for first aid are not adequately trained.
12. There are limited opportunities for pupils to undertake leadership roles to further promote pupils' self-esteem, self-knowledge and self-confidence.
13. Leaders do not provide pupils with access to accurate, up-to-date impartial careers guidance. Pupils are not able to make informed choices from a wide range of career options. They are, however, guided through the university application process by teachers. Pupils are successful in securing places on a range of university courses, including some with highly selective entry requirements.
14. The proprietor does not have effective oversight of arrangements for safeguarding. The safeguarding team does not have the appropriate authority or status to execute the responsibilities of their role. Key reports and referrals to external bodies are not always made. Suitable monitoring and filtering of the school's internet is not in place. Pupils are not protected from risks online whilst in school. Potential safeguarding risks are not always assessed and mitigated, and behavioural records do not support the effective identification of trends and issues.
15. The safeguarding policy did not reflect the current guidance. There are no regular welfare checks on overseas pupils who live with guardians. There are limited opportunities for pupils to share any concerns with trusted adults, and they do not feel confident to do so. Checks on the identity of visitors are not carried out.

The extent to which the school meets the Standards

- Standards relating to leadership and management, and governance are not met.
- Standards relating to the quality of education, training and recreation are not met consistently.
- Standards relating to pupils' physical and mental health and emotional wellbeing are not met consistently.
- Standards relating to pupils' social and economic education and contribution to society are not met consistently.
- Standards relating to safeguarding are not met.

Areas for action

The proprietor must ensure that:

- the leadership and management demonstrate good skills and knowledge
- fulfil their responsibilities effectively, so that the other standards are consistently met and
- they actively promote the wellbeing of the pupils

so that:

- risks are understood and effectively managed
- policies have due regard to current legislation and are made available as required
- information is made available as required, including the name of the person undertaking the role of the head
- the curriculum gives pupils experience in technological education in Years 7 to 11
- pupils above compulsory school age are given access to activities appropriate to their needs in preparation of pupils for the opportunities, responsibilities and experiences of life in British society, which includes topics relating to sex and healthy relationships
- parents are consulted about the school's arrangements for relationships and sex education
- the statement of RSE policy is made available to parents
- all works relating to health and safety are carried out in a timely manner and the premises are maintained to such a standard that, in so far as is practicable, the health, safety and welfare of pupils are ensured
- nominated staff are appropriately trained in first aid

- impartial careers guidance is provided which enables pupils to make informed choices on a wide range of career options and helps them fulfil their potential
- the designated safeguarding lead is given the required status and time allowance to carry out their duties effectively
- pupils' wellbeing is effectively safeguarded, including making the required contact with external bodies and the referral of concerns where necessary
- there are secure arrangements for filtering and monitoring of internet usage
- behavioural records enable prompt identification of any safeguarding concerns
- the safeguarding policy reflects current statutory guidance
- there are effective ways to hear and respond to the concerns of pupils
- ensure that regular welfare checks are undertaken on overseas pupils
- checks on the identity of visitors are undertaken.

Recommended next steps

Leaders should:

- ensure the oversight of teaching so that effective support for groups of pupils is provided where required and they make consistently good progress
- extend the aesthetic and creative curriculum to give pupils greater opportunities to learn and make progress in these aspects of their learning
- extend the range and quality of extra-curricular provision to give all pupils the opportunity to develop new skills and interests
- provide pupil leadership roles to further promote pupils' self-esteem, self-knowledge and self-confidence.

Section 1: Leadership and management, and governance

16. Since the previous inspection, the principal has stepped down as head and now acts solely as the proprietor. The vice-principal is undertaking the role of head on a temporary basis. There is a lack of clarity of leadership roles and confusion amongst the staff, pupil and parent body. Information about policies and procedures is provided to parents and prospective parents by the school office, on request but the person undertaking the role of head is not clearly identified on the school's website nor in any documentation.
17. Key roles are carried out by individuals without appropriate training, expertise or time for their role, including the leadership of safeguarding. For example, the responsibility for oversight of the RSE programme is not clear amongst leaders in school.
18. There is limited oversight from the proprietor and it is not effective in ensuring the skills and knowledge of leaders in meeting standards, or in ensuring that statutory guidance is consistently followed.
19. Leaders make themselves available to parents to hear any concerns. There is a suitable three-stage complaints process which is effectively used by leaders. Responses are within the published timeframes, and suitable records are maintained.
20. Leaders create a welcoming environment which caters for a diverse range of pupils, including some recruited from overseas. They communicate the aims and ethos of the school effectively and work to put these into practice. Parents receive regular updates and appropriate reports about their child's academic progress. For pupils with an education, health and care (EHC) plan, the school provides details to the local authority about how funds are allocated. There is an appropriate accessibility plan which makes provision to give all pupils access to the curriculum. For example, leaders have made adjustments to enable all pupils to take part in off-site educational visits.
21. There is a suitable risk assessment policy. However, leaders do not have the skills or knowledge to take a strategic, comprehensive and inclusive approach to identifying and managing the risk of harm to pupils' wellbeing. The monitoring of risk assessments is not consistent. Staff do not consistently take the actions required to reduce identified risks. Leaders do not use risk assessments to manage the risk to pupils' wellbeing of experiencing harmful behaviours and attitudes online. During the inspection, a number of additional health and safety measures were required.
22. Policies do not always have regard for all relevant legislation and leaders do not ensure that they are consistently implemented or understood. For example, the safeguarding leaders do not always liaise with the local area designated officer when required. Referrals are not always made when required. There is no record of low-level concerns of staff conduct. Consequently, effective links with external agencies are not consistently maintained and pupil welfare is not actively promoted.
23. Leaders' oversight of teaching is limited. Although pupils make good progress overall, groups of pupils who require particular support are not always identified so that additional support can be provided. Leaders do ensure that the needs of pupils, including those who have special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL) are met. Appropriate adjustments are made. The curriculum plan for personal, social and health education (PSHE) promotes an awareness of the Equality Act 2010. Pupils appreciate and understand each other's needs and differences, which helps create a respectful school community.

The extent to which the school meets Standards relating to leadership and management, and governance

24. The Standards related to risk assessment, provision of information, curriculum, RSE, health and safety, first aid, premises and accommodation, careers education and safeguarding are not. In consequence, the Standard relating to leadership and management, and governance is not met.
- 25. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

Section 2: Quality of education, training and recreation

26. Leaders implement a curriculum which meets pupils' linguistic, mathematical and scientific needs. Teachers enable pupils to develop speaking, listening, literacy and numeracy skills through across a range of subjects.
27. Subjects which develop technological skills are absent from the curriculum in the years below the sixth form and pupils do not have adequate opportunities to develop these through the limited extra-curricular provision.
28. Pupils' aesthetic and creative skills are developed solely through the teaching of art and are consequently limited. Leaders recognise these weaknesses in provision in their self-evaluation.
29. Leaders do not actively monitor the quality of teaching. Although pupils make good progress overall, interventions to support some groups of pupils are not always identified, implanted or evaluated. As a result, their progress is not as consistent. Nevertheless, teachers generally deliver carefully planned lessons in their subjects, supported by effective schemes of work. They adjust their teaching to meet the needs of pupils in the majority of lessons.
30. The school's assessment framework is used by teachers to inform the next steps in planning. Pupils' starting points are known and individual teachers use these to measure pupils' progress. Pupil progress is in line with their ability from their starting points, and this is reflected in their results at GCSE and A level.
31. However, examination data does not necessarily reflect the individual experiences of pupils who may have moved through different schools or spent time out of education. For pupils who have experienced challenges in their education, the school can provide an opportunity to make rapid progress. Pupils leave to study a diverse range of university courses, some with challenging entry requirements, including dentistry, biomedical sciences, pharmacy, interior design, fashion and business management and computer science.
32. Pupils show a secure understanding of the topics and concepts related to individual subjects. Teachers demonstrate secure subject knowledge and use a suitable range of resources. They manage pupils' behaviour well. Leaders have successfully prioritised the development of independent learning skills so that pupils are self-motivated, gain in confidence and enjoy their learning.
33. Pupils who have SEND are identified and their needs are met through effective support. Individual education plans are drafted by the SEND co-ordinator with both parent and pupil involvement. These cover adjustments to schemes of work, teaching and assessment which considers pupil needs. Their implementation is monitored by leaders. Pupils receive support from assistants in lessons and this helps ensure that they acquire new knowledge, increase their understanding and develop skills. Leaders make necessary adjustments to meet the needs of any pupils with a disability and ensure that all pupils have access to the full curriculum.
34. Pupils who have EAL receive effective individual support, which is tailored to their individual circumstances. As a result, they progress well in their fluency in English, allowing them to access the full curriculum.

35. Leaders provide a limited co-curricular programme for pupils in Years 7 to 10. This is confined to a short period of time on Friday afternoons and is not sufficient to allow them to develop their interests and skills. Pupils express their desire for opportunities to develop new interests and take part in team sports together. Pupils above these ages are not provided with a suitable range of activities appropriate to their needs to help them prepare for their life in modern society.

The extent to which the school meets Standards relating to the quality of education, training and recreation

36. The Standard relating to curriculum is not met.

37. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.

Section 3: Pupils' physical and mental health and emotional wellbeing

38. Pupils come from a wide variety of educational backgrounds and experiences, with many having difficult experiences in their recent past. Leaders create a welcoming school which provides effective support for a variety of behavioural needs and learning difficulties. Pupils have a secure moral understanding and their behaviour reflects the leaders' ethos and aims. Pupils understand each other's needs and typically treat each other with respect and kindness. Pupils understand the school's expectations of them, behave well and are quick to reflect and apologise when mistakes are made. There is an effective anti-bullying strategy employed in school and staff communicate effectively to help ensure that such behaviours are challenged and pupils supported in a timely manner.
39. All pupils in Years 7 to 11 have regular, well-planned lessons in personal, social and health education (PSHE). The curriculum encourages mutual respect and pupils learn to show understanding and respect for diverse characteristics. Pupils' understanding of PSHE and RSE is assessed in Years 7 to 11, but leaders do not ensure this is the case in the sixth form.
40. Pupils in the sixth form do not learn how to develop safe and healthy personal relationships. As a consequence, pupils are not equipped with all the skills and knowledge they need to keep themselves safe and prepared for the experiences of life in modern society. Leaders have not consulted with parents on the content of the RSE policy and curriculum. The RSE policy was uploaded to the school's website during the course of the inspection. Before the inspection the RSE policy was not available to parents.
41. Those staff nominated to provide first aid are identified in policies as well as around school and are known to pupils. However, their training is not sufficient to provide timely and competent provision to pupils with medical conditions or who require first aid treatment.
42. The provision and maintenance of premises is guided by an extensive suite of health and safety policies. Leaders ensure the Regulatory Reform (Fire Safety) Order 2005 is met and that applicable standards relating to safe evacuation are met. Surveys and testing of equipment and facilities are carried out regularly, including thorough checks by external professionals in relation to fire, legionella, electrical testing and asbestos. However, work recommended as a result of these checks is not always carried out in a timely manner and consequently leaders do not consistently provide a safe physical environment and accommodation for pupils.
43. Staff supervision outside of lessons is effective in providing oversight of pupils. Teachers supervise pupils carefully during less structured time. During lesson time, the allocation of additional staff around the site is effective in supervising any pupils who need a break from lessons require the support of pastoral staff. Pupils know this assistance is on hand and staff are effectively deployed to ensure pupils stay safe.
44. Admission and attendance registers are appropriately completed and the local authority are notified when pupils arrive or leave the school at non-standard times. Absences are followed up promptly.
45. Younger pupils access local facilities for their physical education (PE) lessons and take part in a limited range of physical activities and fixtures. Pupils' physical health is well catered for by the

school's curriculum. Sixth-form pupils have very limited opportunities to exercise and compete together.

46. Pupils develop self-knowledge, self-esteem and self-confidence during their time at the school and are eager to take roles of responsibility. However, leadership roles amongst the pupil body are not provided by the school which limits opportunities for pupils' personal development.

The extent to which the school meets Standards relating to pupils' physical and mental health and emotional wellbeing

47. The Standards relating to RSE, health and safety, first aid and premises and accommodation are not met.

- 48. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

Section 4: Pupils' social and economic education and contribution to society

49. In the sixth form, pupils gain knowledge and an understanding of British values, democracy, the functions of government and economic understanding through a general studies programme. For younger pupils, leaders ensure the PSHE curriculum provides information relating to the British legal system and processes. For example, through a programme involving mock trials, pupils learn about the rule of law, what is life like in prison and about rehabilitation for offenders. Pupils are offered a balanced presentation when political matters are brought to their attention.
50. Leaders design the PSHE programme to provide economic education. For example, younger pupils learn about bank accounts, interest rates, mortgages and their roles as consumers and savers. Pupils discuss how to be financially aware and how to keep money safe.
51. Careers advice in the sixth form focuses solely on supporting university applications and provides no information relating to other possible pathways for pupils. The school does not provide or enable links with employers and no opportunity for work experience is provided. One-to-one guidance is available for sixth-form pupils, but this is carried out informally and again focuses on university applications. There is no specific careers activity in Years 7 to 11. Consequently, pupils are not in receipt of all the information they need to make fully informed decisions about their futures or to achieve their potential. Leaders' own evaluation highlights careers education as an area for future training and development.
52. Within the context of a diverse community, with a range of behavioural and other needs, leaders make their expectations of behaviour and respect clear. Leaders effectively model the school's values and pupils learn to respect their differences within a culture of tolerance. Pupils develop their social awareness, including a respect for diverse characteristics and are supportive to each other in their learning. Pupils understand right from wrong and accept responsibility for their own behaviour.
53. Leaders have recently had the first meeting with a newly formed school council. Pupils care deeply for their community and are eager for their suggestions to influence change for the better. Pupils are articulate in expressing their views relating to a wide range of issues in the school community and are keen for these to be heard and acted on when leaders make changes to school life. Pupils occasionally engage in events to raise money for local and national charities, but these opportunities are restricted, which limits opportunities for pupils to understand the lives of those in the locality or wider society.

The extent to which the school meets Standards relating to pupils' social and economic education and contribution to society

54. The Standard relating to careers education is not met.
- 55. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

Safeguarding

56. The proprietor does not provide effective oversight of all arrangements for safeguarding, and the consequently does not promote the wellbeing of pupils.
57. The safeguarding leaders do not have the appropriate authority or status to execute the responsibilities of their role. The school does not have clearly defined responsibilities or lines of reporting in relation to safeguarding.
58. Effective safeguarding routines are not in place and leaders in the school do not have a clear understanding of their roles and responsibilities. Welfare checks for overseas pupils are not undertaken consistently and visitors to the school do not always have their identities verified. Suitable monitoring and filtering of the school's internet is not in place. Consequently, pupils are not protected from risks online.
59. Leaders work with external agencies but do not always make timely referrals as required, and do not demonstrate a clear understanding of the thresholds for safeguarding referrals.
60. Logs of some categories of behavioural incidents are maintained. However, the categories of behavioural incidents recorded do not support the effective analysis of any trends and unsafe behaviours. Safeguarding risks are not always formally assessed following incidents and effective measures to protect pupils from potential harm are not consistently put in place.
61. Teaching and support staff are aware of school policies and their safeguarding obligations, including in relation to the risks posed by radicalisation and extremism. Safeguarding training is included in the induction process for all staff working at the school.
62. At the start of the inspection, the safeguarding policy did not reflect current statutory guidance.
63. Pupils do not consistently feel safe in school and leaders have not considered ways to hear the concerns of those who do not feel comfortable speaking to an adult in school.
64. The proprietor oversees safer recruitment processes, and checks for all staff are accurately recorded in a central record. Personnel files are carefully maintained.

The extent to which the school meets Standards relating to safeguarding

65. The Standard relating to safeguarding is not met.
- 66. Not all the relevant Standards are met. A schedule of unmet Standards is included at the end of the report.**

Schedule of unmet Standards

Section 1: Leadership and management, and governance

The following standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 16	The standard in this paragraph is met if the proprietor ensures that –
16(a)	the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
16(b)	appropriate action is taken to reduce risks that are identified.
Part 6, paragraph 32(1)	The standard about the provision of information by the school is met if the proprietor ensures that–
32(1)(a)	the information specified in sub-paragraph (2) is provided to parents of pupils and parents of prospective pupils and, on request, to the Chief Inspector, the Secretary of State or an independent inspectorate.
Part 6, paragraph 32(2)	The information specified in this sub-paragraph is –
32(2)(a)	the name of the head teacher.
Part 8, paragraph 34(1)	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 –
34(1)(a)	demonstrate good skills and knowledge appropriate to their role so that the Independent School Standards are met consistently
34(1)(b)	fulfil their responsibilities effectively so that the Independent School Standards are met consistently; and
34(1)(c)	actively promote the wellbeing of pupils.

Section 2: Quality of education, training and recreation

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2(1)	The standard in this paragraph is met if –
2(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively.
Part 1, paragraph 2(2)	For the purposes of paragraph (2)(1)(a), the matters are –
2(2)(a)	full-time supervised education for pupils of compulsory school age (construed in accordance with section 8 of the Education Act 1996), which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education
2(2)(g)	where the school has pupils above compulsory school age, a programme of activities which is appropriate to their needs
2(2)(i)	effective preparation of pupils for the opportunities, responsibilities and

	experiences of life in British society.
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Section 3: Pupils' physical and mental health, and emotional wellbeing

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2A(1)	The standard in this paragraph is met if the proprietor:
2A(1)(b)	ensures that every registered pupil who is provided with secondary education at the school is provided with relationships and sex education, except in so far as the pupil is excused as mentioned in sub-paragraph (2)
2A(1)(d)	in making arrangements for the purposes of paragraphs (a), (b) or (c), has regard to any guidance under section 80A of the Education Act 2002 that applies in relation to the provision of education by maintained schools
2A(1)(e)	makes and keeps up to date a separate written statement of its policy with regard to the provision of education as required by each of paragraphs (a) and (b)
2A(1)(f)	consults parents of registered pupils at the school before making or revising a statement under sub-paragraph (e), and
2A(1)(g)	publishes a copy of the statement on a website and provides a copy of the statement free of charge to anyone who asks for one.
Part 3, paragraph 11	The standard in this paragraph is met if the proprietor ensures that relevant health and safety laws are complied with by the drawing up and effective implementation of a written health and safety policy.
Part 3, paragraph 13	The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.
Part 5, paragraph 25	The standard in this paragraph is met if the proprietor ensures that the school premises and the accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.

Section 4: Pupils' social and economic wellbeing and contribution to society

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 1, paragraph 2(1)	The standard in this paragraph is met if –
2(1)(a)	the proprietor ensures that a written policy on the curriculum, supported by appropriate plans and schemes of work, which provides for the matters specified in sub-paragraph (2) is drawn up and implemented effectively
ISSR Part 1, paragraph 2(2)(e)	for pupils receiving secondary education, access to accurate, up-to-date careers guidance that –
2(2)(e)(i)	is presented in an impartial manner
2(2)(e)(i)	enables them to make informed choices about a broad range of career options; and
2(2)(e)(iii)	helps to encourage them to fulfil their potential.

Safeguarding

The following Standards in this section of the Framework are not met.

Paragraph number	Standard
ISSR Part 3, paragraph 7	The standard in this paragraph is met if the proprietor ensures that –
7(a)	arrangements are made to safeguard and promote the welfare of pupils at the school; and
7(b)	such arrangements have regard to any guidance issued by the Secretary of State.

School details

School	Bales College
Department for Education number	213/6384
Address	Bales College 2j Kilburn Lane London W10 4AA
Phone number	020 8960 5899
Email address	info@balescollege.co.uk
Website	www.balescollege.co.uk
Proprietor	Mr William Moore
Headteacher	Dr Ben Moore
Age range	11 to 20
Number of pupils	117
Date of previous inspection	March 2020

Information about the school

67. Bales College is a co-educational independent school and sixth form college for pupils of ages 11 to 18. The school is located in Kensal Rise near to the Ladbroke Grove in north-west London. It is owned by a sole proprietor, who is responsible for its governance.
68. Entry is for both UK and international pupils, which comprise approximately 10% of the school population. The school does not provide boarding accommodation or arrange lodgings for its international pupils.
69. Since the previous inspection, the proprietor has relinquished the role of head, and an acting head has taken up the role.
70. The school has identified 20 pupils as having SEND, of whom 16 pupils have an education, health and care (EHC) plan.
71. English is an additional language for 13 pupils.
72. The school states its aims are reflected in its four core values of respect, humour, energy and perseverance. Respect is for and between individual pupils and staff, and for the subject and task in hand. It intends for energy, perseverance and humour to be brought into the school's working day, whilst the school's motto is *Semper Perstare* – always persist.

Inspection details

Inspection dates

29 April to 2 May 2024

73. A team of 4 inspectors visited the school for two and a half days.

74. There was an initial inspection visit which took place on 16 April 2024. At this point, the inspection was deferred until 29 April at the request of the Department for Education.

75. Inspection activities included:

- observation of lessons, some in conjunction with school leaders
- observation of registration periods and assemblies
- discussions with the head, school leaders, managers and other members of staff
- discussions with pupils
- scrutiny of samples of pupils' work
- a tour of the school site
- scrutiny of a range of policies, documentation and records provided by the school.

76. The inspection team considered the views of pupils, members of staff and parents who responded to ISI's pre-inspection surveys.

How are association independent schools in England inspected?

- The Department for Education is the regulator for independent schools in England.
- ISI is approved by the Secretary of State for Education to inspect independent schools in England, which are members of associations in membership of the Independent Schools Council.
- ISI inspections report to the Department for Education on the extent to which the statutory Independent School Standards, the EYFS statutory framework requirements, the National Minimum Standards for boarding schools and any other relevant standards are met.
- For more information, please visit **www.isi.net**.

Independent Schools Inspectorate

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For more information, please visit isi.net