

Inspection of Ernest Bevin College

Beechcroft Road, Tooting, London SW17 7DF

Inspection dates: 7 and 8 June 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Sixth-form provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Leaders have created an environment in which pupils are cared for and supported to do well. Pupils in this school attend regularly, work hard and behave well. They have positive relationships with their teachers. Pupils value the support they receive in lessons, and they benefit from leaders' and teachers' high expectations. Time in lessons is used well and learning is rarely disrupted by poor behaviour. Pupils feel safe in school and say that bullying is rare. When bullying does happen, it is quickly dealt with.

The way in which lessons are structured helps pupils to learn and to remember. Teachers' very strong subject knowledge, especially in the sixth form, helps pupils to prepare well for their next steps in education, training or employment. Pupils can take advantage of a wide range of activities outside lessons, including many sporting clubs. Pupils are particularly proud of the school's success in table tennis and the Combined Cadet Force.

Pupils do not currently study music in Years 7 to 9. Leaders have clear plans to address this, ensuring that the curriculum in these year groups reflects the requirements of the national curriculum.

What does the school do well and what does it need to do better?

Subject leaders have ensured that the curriculum is carefully considered and follows a logical sequence. Beyond Year 9, pupils can choose from a wide range of both academic and vocational subjects. This breadth of choice is particularly noticeable in the sixth form, where students can study several different pathways and combinations of qualifications. In Years 7 to 9, pupils do not currently study music as part of their normal timetable. Leaders know that this needs to be addressed and have plans for all pupils in these year groups to study music from September 2022.

Teachers use consistent and clear routines that help pupils to engage with their learning and to remember more. For example, the very well-established starts to lessons are appreciated by pupils who say that this helps them with recalling prior learning. Pupils engage in their lessons with confidence because teachers have strong subject knowledge and set appropriate tasks for pupils to complete.

Teachers know their pupils well. They make appropriate adjustments so that pupils can access learning in lessons. Pupils with special educational needs and/or disabilities (SEND) access the same curriculum as their peers. Where pupils with SEND are withdrawn from lessons, this is carefully considered as a short-term measure with a specific focus. Reading is prioritised. Leaders have implemented a robust literacy programme that helps pupils who need more support to become fluent readers. Confident readers are challenged to achieve more, for example through creative writing activities.

Lessons are calm and purposeful. Leaders have ensured that well-established routines support pupils' behaviour. Behaviour is well managed, and the clear systems are understood by all in the school. This has contributed to a sharp fall in the proportion of pupils being excluded from school in recent years. Pupils say that there is very little bullying and that it is dealt with by staff when it is reported. Pupils are respectful towards staff and generally towards each other, although some pupils say that there is sometimes unkind or discriminatory language used between pupils. Leaders are aware of this and are taking steps to address the issue. Pupils attend school regularly. Leaders carefully track the attendance of pupils, particularly those who are the most vulnerable.

Leaders have established effective ways to support pupils' wider development. Pupils in all year groups have dedicated personal, social and health education (PSHE) sessions where they learn about staying safe and healthy. Pupils learn about healthy relationships. Leaders provide a wide range of clubs and activities, including for many sports, that pupils can attend. Pupils who joined the school in Year 7 benefited from a summer school programme that helped them with their transition to secondary school. Pupils say that they feel able to express themselves and that they are proud of the diversity in their school.

Careers education is effective. In addition to dedicated careers-focused lessons in the PSHE curriculum, pupils benefit from the guidance of a careers adviser based in the school. They also have opportunities to hear from external speakers from a range of workplaces, training providers and academic institutions. Pupils in Year 7 and above visit higher education institutions. Students in the sixth form have additional guidance from a dedicated academic mentor.

Leaders and governors know their school well and take action where they see the need for changes. Staff say that they feel valued and well supported by leaders, and that their professional development is prioritised. This includes support staff and those who are new to teaching.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have a strong overview of the safeguarding needs of pupils. Leaders have established clear systems for staff and pupils to report concerns. Regular training and updates mean that staff are well placed to be vigilant and aware of their duties to help keep pupils safe. Governors have a solid understanding of the school's safeguarding priorities and are appropriately trained to fulfil their statutory role.

There are very close working relationships and regular meetings between relevant staff. This helps to ensure that the most vulnerable pupils are supported. Leaders work closely with external agencies, including local children's services, child and adolescent mental health services and the police. This means that the appropriate support can be put in place quickly where necessary.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Music is not currently offered as a timetabled subject in key stage 3. This means that pupils do not have access to the full scope of the national curriculum. It is clear from leaders' plans that this is being addressed so that all pupils will study music as part of their curriculum offer. For this reason, the transitional arrangements have been applied.
- Some pupils report that derogatory and discriminatory language between pupils can go unchallenged. This means that some pupils are not aware of the importance of avoiding the use of such language. Leaders should take steps to emphasise further the need for pupils to use appropriate language with each other, so that pupils feel comfortable and so that unkind or discriminatory language is not normalised.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	101053
Local authority	Wandsworth
Inspection number	10229095
Type of school	Secondary comprehensive
School category	Maintained
Age range of pupils	11 to 18
Gender of pupils	Boys
Gender of pupils in sixth-form provision	Mixed
Number of pupils on the school roll	934
Of which, number on roll in the sixth form	227
Appropriate authority	The governing body
Chair of governing body	Anthony Langan
Principal	Tracy Dohel
Website	www.ernestbevin.london
Date of previous inspection	7 and 8 November 2018, under section 5 of the Education Act 2005

Information about this school

- The school has a small number of girls in the sixth form.
- There are currently no pupils placed in alternative provision. On occasions, the school makes use of Francis Barber Pupil Referral Unit for a very small number of pupils.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders, and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in English, modern foreign languages, geography and physical education. For each deep dive, they discussed the curriculum with subject leaders, visited lessons, looked at pupils' work and talked to teachers and pupils. Inspectors also met with subject leaders for science and mathematics and looked at pupils' work in these subjects.
- Inspectors held meetings with the principal and with members of staff, as well as with a range of pupils.
- Inspectors looked at the school's policies and procedures for safeguarding and supporting pupils' welfare and well-being. This included looking at case studies and reviewing the school's single central record of pre-employment checks.
- Inspectors met with leaders responsible for SEND, careers education, behaviour, attendance, reading, the sixth form and pupils' wider development.
- The lead inspector spoke with representatives from the local authority and met with members of the governing body, including the chair of the governing body.

Inspection team

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