

# Inspection of a school judged good for overall effectiveness before September 2024: De Salis Studio College

Hewens Road, Hayes, Middlesex UB4 8JP

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Inspection dates:

8 and 9 October 2024

## Outcome

De Salis Studio College has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Heidi Faure. This school is part of The Rosedale Hewens Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Marie Ashley, and overseen by a board of trustees, chaired by Stewart Duguid.

## What is it like to attend this school?

Pupils are proud to attend this school. They are respectful and welcoming. Pupils typically work hard in lessons and achieve well in public examinations. Leaders ensure that 'education means business' by giving pupils direct experience of the workplace. The specialist resources give pupils the opportunity to study criminology and law in a law court, economics and finance on the trading floor and retail in a shop unit.

The school is a calm place. Pupils behave well in lessons and act maturely around school, including at social times. Teachers use the school's behaviour systems effectively. Leaders have created a culture where positive relationships are important. The sense of community encourages pupils to behave appropriately. Pupils are confident to be themselves and develop excellent relationships with staff and other pupils. Pupils know that staff care about them. Pupils feel happy and safe. They have a trusted adult to go to if they feel worried or upset.

Pupils reap the rewards of leaders' commitment to enhance the curriculum through trips and visits, for example a French day trip, visit to the Bank of England and trips to the countryside during the school holidays. Pupils value the opportunities they have to develop their leadership, including the active student voice and ambassador programme.

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

Most pupils make strong gains in what they know and remember. Consequently, they are

very well prepared for their next steps in education, employment, or training. Most teachers have secure knowledge of the subjects that they teach, particularly in the sixth form. They explain new concepts clearly to pupils. However, some teachers' understanding of how to deliver the curriculum effectively is underdeveloped. Sometimes, pupils spend too long on basic concepts. As a result, some pupils do not access learning that enables them to develop a deep enough understanding of important knowledge.

Leaders have created positive learning environments in the classroom with clear routines. For example, in all lessons, 'memory bridge tasks' enable pupils to revisit what they have learned. As a result, pupils know and remember more of their learning. In class, tests and practice exams are used effectively to check what pupils know and remember over time. However, teachers' checks are sometimes not accurately used to determine if pupils are ready to move on to more challenging content.

Pupils gain the knowledge and skills they need to become confident, fluent readers. Leaders encourage reading across the school and literacy skills are supported through the form time schedule. In the main, pupils with special educational needs and/or disabilities (SEND) are well supported. Staff have a good level of understanding of the needs of pupils and make appropriate adaptations. There are a small number of pupils with SEND but they are proud to be part of the school life.

Most pupils attend school regularly. The school has a robust approach to tracking attendance. Leaders identify barriers to pupils' regular attendance quickly. There has been a significant reduction in the number of pupils who are persistently absent.

Behaviour in lessons and around school is exemplary. Lessons are free from disruption. There is a strong emphasis on building positive, respectful relationships. Bullying is rare. When bullying happens, it is dealt with very effectively.

The personal, social, health and economic education curriculum helps pupils to understand the world around them. Pupils become well informed about life in modern Britain. For example, both younger pupils and sixth-form students learn how to respect the differences of others. Pupils and students feel safe and can be themselves; they know being different is accepted and celebrated in the school community. The form time programme encourages pupils to learn about current affairs. Sixth-form students serve as role models and mentors.

Pupils benefit from a strong careers programme. They engage in a wide range of careers visits and workshops. Pupils receive careers guidance that helps them to make informed choices about their next steps when they leave school. Pupils engage with employers in every year group throughout the school, including the chance to find out about apprenticeships. Former school pupils often return to share their experiences. Year 10 pupils and Year 12 students value the diverse work experience opportunities that inspire their career goals.

Leaders and those responsible for governance are ambitious for the pupils. They have a clear vision for school improvement. This is having a positive impact on the school. Trustees and members of the local governing body support the school well. Staff are

proud to work here. Their well-being and workload are considered effectively by the school. Staff value the collegiate atmosphere in this small school.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **What does the school need to do to improve?**

### **(information for the school and appropriate authority)**

- On some occasions, teachers do not give pupils work that matches the intent of the curriculum or takes into account what pupils already know. This means that at times pupils are not learning the knowledge that they need to answer subject-specific questions and deepen their disciplinary knowledge. The school needs to ensure that all teachers give pupils work that matches the rigour of the curriculum.
- In some subjects, teachers do not use their checks on pupils' learning sufficiently well to identify and address misconceptions. This means that the gaps in pupils' knowledge are not always identified quickly enough. The school should ensure that teachers are supported well to identify and address gaps in learning more consistently across all subject areas.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour, or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in May 2019.

## 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.

## Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	141035
<b>Local authority</b>	Hillingdon
<b>Inspection number</b>	10345986
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy studio school
<b>Age range of pupils</b>	14 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	186
<b>Of which, number on roll in the sixth form</b>	26
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Stewart Duguid
<b>CEO of the trust</b>	Marie Ashley
<b>Principal</b>	Heidi Faure
<b>Website</b>	<a href="http://www.desalisstudiocollege.co.uk">www.desalisstudiocollege.co.uk</a>
<b>Dates of previous inspection</b>	8 and 9 May 2019, under section 5 of the Education Act 2005

## Information about this school

- This is a much smaller-than-average secondary school.
- The studio school specialises in business and commerce-related courses alongside a core curriculum including English, mathematics, and science.
- The college is part of the Rosedale Hewens Academy Trust.
- The large majority of pupils speak English as an additional language.
- No pupils attend alternative provision.
- The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff, and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The lead inspector met with members of the trust board, the local governing board and the trust's chief executive officer.
- During the inspection, inspectors met with the principal. They also met with other senior and middle leaders, including those responsible for safeguarding, behaviour, attendance, and personal development.
- The views of pupils and staff who responded to Ofsted's surveys were considered.
- Inspectors considered the views of parents through the responses to Ofsted's online survey for parents, Ofsted Parent View.

## Inspection team

Sam Johnson, lead inspector

His Majesty's Inspector

Heidi Swidenbank

Ofsted Inspector

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