

Inspection of LSI Independent College

13 Lyndhurst Terrace, London NW3 5QA

Inspection dates: 14 to 16 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

What is it like to attend this school?

Students have access to a broad range of A level-subjects. These are tailored to the individual needs of students. For example, students can take a one-year condensed option if they are retaking a course. Students appreciate the small class sizes. This enables teachers to provide highly personalised support.

Leaders have high expectations for all students, including those with special educational needs and/or disabilities (SEND). Staff build very positive professional relationships with students. They know all the students very well, which ensures that they are happy and safe in school.

Students' behaviour is exemplary. They are hardworking and dedicated to their studies. The school provides very effective pastoral support. This includes weekly personalised sessions for all students. This helps to ensure that students settle into the school quickly and feel comfortable in the environment.

Students can access some wider opportunities to support their studies. These include trips to the theatre, a gallery, and the Houses of Parliament. Students are very well supported with their transition to further education. High-quality support is put in place to help students with applications to a range of providers.

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

All students follow an ambitious curriculum. Some study a full complement of A-level subjects, while others study a reduced number which are well matched for their circumstances. Students can resit GCSE mathematics and English if required. There are also a range of other GCSE subjects that students can choose to study if it is appropriate for them.

Leaders identify the specific needs of all their students very quickly when they start at the school. This ensures that the curriculum and teaching can be tailored to their individual needs. Teachers have strong subject knowledge. They deliver information clearly. Staff make sure that all students feel confident in expressing their views.

In some subjects, the work given to students does not support them to consolidate or deepen their understanding. Occasionally, systems to identify and address gaps in students' understanding are not precise. This means that, on occasion, students do not have a firm understanding of subject content before moving on to new learning.

Leaders ensure that students who find reading more challenging are swiftly identified. Specific support is put in place for these students to help them to access the ambitious curriculum. All students are encouraged to read widely for both pleasure and to support their academic studies. The school makes available a library that students can use to access a range of different texts.

Students' attitudes to learning are extremely positive. Systems to support positive behaviour are clear and applied consistently by staff. Leaders ensure that students' attendance is high. They communicate effectively with parents and carers. The school has robust procedures in place to encourage students to attend school regularly.

All students have access to a comprehensive personal development programme. The school carefully considers the age and stage of students when designing pastoral support. This gives students a thorough understanding of how to stay safe and healthy as they move into adulthood. Leaders are starting to develop wider external links to further support the personal development of students. The school provides strong support to students with applications to post-18 providers. However, students' access to other careers advice and work experience opportunities are not as broad as they could be. This limits students' richness and breadth of advice and guidance available to them to make choices into adulthood.

Teachers feel well supported to carry out their roles in the school. Most teachers work part time, which provides some challenges around their professional development. The school has developed strong working relationships with parents, communicating with them regularly. The proprietor and board understand the college well and provide support and extra accountability for leaders.

The proprietor ensures that the independent school standards are met in full. The school complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve? (Information for the school and proprietor)

- Sometimes, systems to check for students' understanding and addressing misconceptions are not secure. This means that students do not deepen or consolidate their knowledge and understanding. The school should develop the expertise of all teachers so that they routinely identify and address any gaps in students' understanding.
- Some aspects of the provision for students' personal development are not planned enough to develop and stretch their interests. This means that not all students access a rich set of experiences, including some aspects of careers guidance. The school should continue to increase the range of opportunities which students can access to help prepare them for adult life.

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.

School details

Unique reference number	146553
DfE registration number	202/6005
Local authority	Camden
Inspection number	10322597
Type of school	Other independent school
School category	Independent school
Age range of pupils	15 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	15
Of which, number on roll in the sixth form	15
Number of part-time pupils	0
Proprietor	David Immanuel
Chair	David Immanuel
Headteacher	Iman Hami
Annual fees (day pupils)	£19,890
Telephone number	0208 038 8560
Website	www.lsi.college
Email address	admissions@lsi.edu
Date of previous inspection	25 to 27 February 2020

Information about this school

- The college does not use any alternative provision.
- The address of the college is 13 Lyndhurst Terrace, London, NW3 5QA.

Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

- Inspections are a point-in-time judgement 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the proprietor, a member of the proprietor board, members of the senior leadership team and a range of staff.
- Inspectors carried out deep dives in the following subjects: English, science, psychology, and business and economics. For each deep dive, inspectors spoke to subject leaders, visited a sample of lessons, spoke to teachers and pupils, and looked at samples of pupils' work. The curriculum in other subjects was also considered.
- To evaluate the effectiveness of safeguarding, 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.
- Inspectors considered the views of parents, pupils and staff, including through responses to Ofsted's online surveys.

Inspection team

Simon Conway, lead inspector

His Majesty's Inspector

Bob Hamlyn

Ofsted Inspector

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