

# Inspection of RISE Education

37–39 Western Road, Mitcham CR4 3ED

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Inspection dates: 19 to 22 November 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

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

## **What is it like to attend this school?**

Pupils are keen and happy to come to school. Some pupils join the school with negative opinions of education. The school quickly turns this around. Some pupils said that they did not like school until they joined this caring school. Staff work hard to help pupils enjoy school and feel safe. They take the time to understand and celebrate pupils' individual special educational needs and/or disabilities (SEND) as 'pupils' personal gifts'. Pupils are well guided in overcoming educational and personal barriers. Staff challenge and encourage pupils to do well. Pupils feel accepted and valued, and are treated fairly.

Pupils rise to the high expectations the school has of them. They are confident that staff want the very best for them. Pupils study a wide range of subjects. They achieve well.

The atmosphere is calm and orderly in classrooms and around the school. Staff are vigilant and diffuse situations before any escalate. Relationships between staff and pupils are extremely positive. Pupils show respect for their peers and adults.

The school places pupils' personal development at the core of its work. All staff are focused on supporting pupils' emotional well-being. Pupils receive the therapeutic support they need. Staff help pupils to develop resilience and an ability to articulate their feelings. Staff prepare pupils so they are well prepared for their next steps in education and/or employment.

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

The school is ambitious for pupils' learning and achievement. Subject curriculums set out the important knowledge pupils need to be successful in achieving a range of qualifications. Partnerships with external organisations help pupils to broaden their learning experiences in different subjects. For instance, pupils learn to use a range of interactive computing programmes and virtual reality equipment. This helps pupils to develop their understanding of coding and when building games and controlling robotics.

The school works with pupils, parents and carers to create individual learning plans that take into account pupils' strengths and learning needs in different subjects. Teachers check pupils' starting points carefully to find out what pupils know and can do. Staff encourage pupils to think about their learning and what they might need support in. Pupils learn to apply their understanding to real-life contexts and experiences. They are well prepared for future learning.

Teachers' subject knowledge is secure. They provide opportunities for pupils to return to and practise the things they learned previously. This helps pupils to deepen and remember important knowledge. For instance, teachers make sure that pupils build their knowledge of two-dimensional shapes before moving on to more complex concepts, such as the properties of three-dimensional shapes. Occasionally, some

teaching does not enable pupils to show their learning well enough. This means that some pupils do not get to securely build or apply independent learning knowledge and skills. Staff discuss key vocabulary in detail during lessons. This strengthens pupils' understanding of subject-specific content and terminology.

The school is committed to ensure pupils become fluent readers. The school's approach to the teaching of reading helps reluctant readers to engage in reading a range of texts for pleasure, including non-fiction books. Pupils are well supported in becoming fluent readers. Adults use a variety of strategies to address the gaps in, and barriers to pupils' language and communication skills. Pupils develop confidence and pride as readers and speakers. They take part in discussions. They listen to and value each other's contributions and ideas.

The school has high expectations of pupils' behaviour. Staff ensure that the newly developed behaviour policy is consistently adhered to. The school provides targeted academic and pastoral support for all pupils. Staff look for opportunities to celebrate pupils' success. This motivates pupils to do well.

This focus on personal development is the 'lifeline' in the school. The programme for personal, social, health and economic education helps pupils to learn about important life skills and themes, such as belonging, survival and freedom. Pupils proudly express how their behaviour, attitudes and attendance have improved since attending the school. Staff are relentless in ensuring that pupils attend school regularly.

The school provides pupils with opportunities that reflect their talents and interests. Pupils receive careers information, education and guidance. They are taught to write CVs, complete application forms and prepare for a job interview. Pupils see this as an important element in their future success in employment or further education.

The proprietor and those responsible for governance have taken swift actions to ensure significant changes and improvement since the last inspection. Leaders take purposeful and carefully measured decisions at all levels. Many initiatives are new and need more time to become fully embedded. While these initiatives are having a positive impact, leaders are aware of, and they are addressing, some pockets of inconsistency. The proprietor and governors understand and fulfil their statutory duties. They have ensured that the school meets the independent school standards. This includes the compliance with schedule 10 of the Equality Act 2010. Pupils, parents and staff recognise the difference leaders are making to the strategic direction and operation of the school. Staff are highly committed to the vision and ethos of the school. Leaders consider and support staff well-being and workload. Staff are proud and rightly describe the school as 'nurturing, supportive and inclusive'.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

- Opportunities to enable pupils to demonstrate what they know and understand are not maximised. As a result, some pupils do not get to build or apply independent learning strategies securely. Leaders should continue to develop staff's pedagogical knowledge so that they are supported in gaining the expertise in knowing how to enable pupils to demonstrate what they know and can do.
- Some aspects of the school's work to improve the quality of teaching and learning is at an early stage of implementation. This means that, while the quality is improving, there are some pockets of inconsistency in the school's approach. The school should ensure that there is consistency of approach across the school so that all pupils can benefit from the school's work.

## **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

<b>Unique reference number</b>	136678
<b>DfE registration number</b>	315/6589
<b>Local authority</b>	Merton
<b>Inspection number</b>	10342074
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	13 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	12
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Alton McDonald
<b>Chair</b>	Juliane Hedman
<b>Headteacher</b>	Dionne Jude
<b>Annual fees (day pupils)</b>	£50,000 to £72,000
<b>Telephone number</b>	02086 652605
<b>Website</b>	<a href="http://riseeducation.org.uk">riseeducation.org.uk</a>
<b>Email address</b>	<a href="mailto:admin@riseeducation.org.uk">admin@riseeducation.org.uk</a>
<b>Dates of previous inspection</b>	4 to 6 October 2022

## Information about this school

- RISE Education is an independent secondary school for pupils aged 13 and 16. All pupils have education, health and care plans for their social, emotional and mental health needs.
- The school's sole proprietor is supported by a governing body.
- Since the last inspection, there have been several changes in leadership. The headteacher was appointed in September 2024. The assistant headteacher was appointed in July 2024.
- The school is registered to admit up to 40 pupils.
- Pupils learn in mixed-age classes throughout the school.
- The last standard inspection was conducted from 4 to 6 October 2022, where the school was judged as inadequate.
- The school does not use any alternative provision.
- The school uses the facilities at Legacy Youth Zone Croydon CR0 2LG, for pupils' physical education.

## 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.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- The school meets all the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.
- Inspectors met with the proprietor, the chair of governors, the headteacher, senior leaders and a range of staff.
- Inspectors carried out deep dives in reading, mathematics, creative arts and personal, social, health and economic education. For each deep dive, inspectors met with subject leaders, visited a sample of lessons, met with teachers, spoke to some pupils about their learning and considered pupils' work.
- Inspectors considered the curriculum in other subjects.
- 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, through discussions and responses to the Ofsted Parent View and staff survey.

## **Inspection team**

Lascelles Haughton, lead inspector

His Majesty's Inspector

David Lloyd

Ofsted Inspector

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