

TLG West London

St Paul's Centre, Macbeth Street, London, W6 9JJ

Inspection dates 13–15 May 2015

Overall effectiveness	Good	2
Leadership and management	Good	2
Behaviour and safety of pupils	Good	2
Quality of teaching	Good	2
Achievement of pupils	Good	2

Summary of key findings

This is a good school

- The headteacher works closely with senior leaders from TLG, the education charity, and the proprietor. She has created a calm, purposeful environment in which students feel safe and enjoy learning.
- Leaders and managers have made rapid improvements to the quality of teaching so that it is good overall. Students make good progress in the centre and achieve well.
- The curriculum is personalised to the needs of students, particularly for those in Years 10 and 11. Students gain independence in basic skills because good teaching motivates them well.
- The staff work well together, putting the good of the young people at the heart of all that they do.
- Parents and carers, and commissioners from local authorities recognise the marked improvements in the students' attitudes to school and in their interactions with others.
- The centre builds well on its Christian foundation to support the students' spiritual, moral, social and cultural development. They experience good role models among the adults who work with them, modifying their behaviour so that it is good within the centre.
- Year 11 students have helpful careers advice on their next steps and mostly go on to further training, education or employment. Students thrive at the centre and not only behave well, but also improve their rates of attendance.

It is not yet an outstanding school because

- The work programme in mathematics is not detailed enough to inform staff planning.
- The most able students are not challenged enough to extend their learning in lessons.
- Science facilities are limited for practical work.
- Marking sometimes fails to note common errors and does not guide students sufficiently well to improve their work.
- Students' punctuality to the centre is not consistently good.

Compliance with regulatory requirements

- The school meets the schedule for the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements.

Information about this inspection

- This inspection took place with one day's notice.
- The inspector observed five lessons or parts of lessons and held informal discussions with students.
- There were no responses to the online survey (Parent View). The inspector considered five responses to the staff questionnaire, four responses from parents and carers to the centre's questionnaire, and two responses from students. The inspector met with the headteacher and other staff, members of the TLG central team, and the proprietor. The inspector also spoke by telephone to two of the referring schools.
- The inspector reviewed key documents and policies, and scrutinised students' files and the centre's information about students' attainment and progress.

Inspection team

Sheila Nolan, Lead Inspector

Additional Inspector

Full report

Information about this school

- St Paul's Church, Hammersmith owns The TLG Group West London. The premises are located in a densely populated residential area. The centre also uses the nearby church annex for occasional sessions and a nearby games facility for sport and physical education. The centre was opened in February 2011.
- The centre provides alternative education within a Christian ethos to support young people at crisis points in their education. It aims to 'tackle the issues that underpin the difficulties that young people are experiencing', so that they are able to take the best possible next steps for the future. All students have been, or are at risk of being, excluded from mainstream schools.
- The proprietor works in partnership with a national educational charity, The TLG Group, to provide educational direction, policies and procedures. The headteacher, appointed by the proprietor, has responsibility for the day-to-day management of the provision. Central TLG staff members provide leadership in procedures, policies, assessment and resources, common across the group. There are no local middle leaders. Only one member of staff has qualified teacher status although another is seeking to complete teacher training.
- Students come from Hammersmith and Fulham and from surrounding local authorities. They reflect the ethnic make-up of the areas and come from a wide range of heritages. Students are referred to the centre by mainstream schools or by local authorities that fund the placements.
- The centre caters for up to 15 boys and girls aged between 11 and 16 years. Students are dually registered and have access to full-time education. Most students attend the centre on four days per week, mainly for 12-week blocks. On the fifth day, students attend mainstream or virtual schools provided by the local authority. Currently, there are 13 students on roll, three of whom are in Year 11, one in Year 10 and the other nine are from Years 7 to 9. Boys outnumber girls. During the inspection, Year 11 students were involved in examinations.
- An above average proportion of the students are eligible for free school meals. The centre is not in receipt of additional government funding for disadvantaged students. One student is in the care of the local authority.
- Currently, two students have a statement of special educational needs but all students have complex needs, mostly related to their social, emotional, mental and behavioural difficulties. All students have experienced disruption in their previous education because of difficult histories.
- Students do not attend other off-site provision but other alternative providers may work with the students at the centre.
- A permanent headteacher has been in post since June 2014 following a period of instability with a number of temporary heads of centre.
- The centre's website is not yet complete so that policies are not available to parents and carers via the website. Safeguarding policies, along with the complaints procedure, are provided to parents and carers in the initial information when students join the centre. At other times, parents and carers can request any policy electronically.

What does the school need to do to improve further?

- Improve teaching even further by ensuring that:
 - there is sufficient challenge for the most able across all subjects
 - marking consistently picks up common errors so that students are more able to improve their work.
- Seek imaginative ways through which to improve the punctuality of students to the centre in the morning.
- Improve the curriculum further so that:
 - non-specialist staff are better supported through a more detailed work programme in mathematics
 - links with mainstream schools are used to provide better opportunities for practical work in science.

Inspection judgements

The leadership and management are good

- The proprietor, educational partners, and the headteacher have done much to improve the centre since the last inspection. Teaching is linked closely to the needs of the students who flourish in the calm, secure environment of the centre.
- The majority of students in Years 7 to 9 re-integrate well into mainstream schools. Older students generally proceed to further education, training or employment. In this, the centre effectively meets its aims and prepares the students successfully for the next stage of education.
- The centre's Christian ethos underpins the determined drive to support the students in their spiritual, moral, social and cultural development. Characteristic of the centre are the high levels of respect shown between staff and students and between students. Staff maintain the high expectations of the proprietor to provide excellent role models for the students. For example, one student commented to a teacher, 'How can you be so patient with us?'
- Every student is valued equally. Staff work intensively with individuals so that students learn to manage their behaviour, emotional states and other problems. Thus, they make up lost ground in their academic work. Discrimination of any kind is tackled rigorously.
- Students are prepared well for life in modern Britain, not only through their personal development programmes but also through their contact with other major agencies, such as the police. Above all, the overwhelming majority leave the centre ready to access learning in ways that prepare them for financial independence in later life. The centre guards well against extremism in any form.
- The curriculum is personalised well for older students. Those who are preparing for GCSE examinations are served well by centre staff and visiting specialist tutors who carefully guide them in their preparation for examinations.
- Above all, students close previous gaps in their basic skills through a programme linked to work-related courses in English and mathematics. However, subject plans in mathematics do not support non-specialist teachers well enough in understanding the steps in learning in key areas of the subject.
- Information about students' progress in learning is recorded in a central electronic system. This effectively tracks their progress throughout their varying lengths of stay from assessed starting points on joining the centre. These records link well to information about previous learning and checks on new learning.
- Students have well-planned access to careers education and guidance so that no student leaves the centre without a planned placement. Centre staff also monitor very carefully the students' daily attendance and behaviour. Their detailed knowledge of students means that they are always aware of why the students may not attend. Weekly reports on attendance for referring agencies are maintained meticulously, and transferred to the responsible authority. Initiatives to improve attendance, however, have met with less success, partly because many students experience difficult and delayed journeys across London.
- Teaching is regularly monitored. Team teaching is a daily occurrence so that teachers and support staff learn from each other as to what works best for the students. Training is frequent, with regular local and national sessions tailored to both personal and common needs.
- The headteacher and senior TLG staff ensure that the performance of staff at the centre is in line with the aims and expectations of the proprietor. However, some aspects of training have not had as much impact as is needed. This is why leadership is not outstanding and teaching and progress are good rather than outstanding.
- Statutory regulations are met with regard to the safeguarding of the students. Staff follow careful codes of practice, informed by risk assessments, to keep the students and themselves safe. Training in child protection is regular and matches the requirements of staff responsibilities.
- Referrers and commissioners of places for vulnerable students speak highly of the centre and its impact on the young people as do parents and carers. They note, in particular, the improved academic focus over the last year. Other strengths cited include excellent communications, flexibility in managing the needs of the students, and consistency in approaches to all aspects of the centre's work.
- Leaders have ensured that all the independent school standards are met for this aspect of the centre's work, including those relating to safeguarding and child protection.
- **The governance of the school:**

The management committee, which includes the proprietor and The TLG Group representatives, has ensured that all of the independent school standards are met. Through regular visits, leaders have a

clear view of the success of the young people, both academically and in their personal development. They monitor the progress and destinations of the students regularly as well as the value added during their short stays in the centre.

Effective arrangements are in place to ensure that staff performance is in line with the aims of the centre and that motivating rewards are regular. Any underperformance is managed effectively, with the help of the TLG staff.

Robust checks mean that all staff are recruited in line with safeguarding requirements.

The proprietor has made the best possible use of the existing premises to accommodate the learning and personal needs of the students. There are realistic and imaginative plans in hand to secure the centre's future and improve facilities.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of students is good.
- Behaviour is not outstanding because students still need the support of staff at times to manage their conduct. Generally, their attitudes to learning are good and much improved from the points at which they join the centre. There is a notable improvement in patterns of behaviour the longer students are at the centre. Exclusions reduce dramatically.
- Attendance also improves greatly when compared with that in students' previous institutions, although overall attendance is still below the national average. Punctuality to the centre, however, is still too variable, partly because of difficult journeys, but also because the students have not yet responded fully to the centre's current initiatives to help them attend on time.
- Students trust the staff. They respond well to the support and challenge to their emotional and behavioural needs. Sanctions and rewards are well understood as are the effects of individuals on others. As a result, students not only tolerate but respect difference in its many forms.
- Break times are pleasant social events and personalised lunch orders add to the enjoyable atmosphere. The end-of-day team meeting with all staff and students provides an honest personal check from the students on their day's work.
- Leaders have ensured that the required policies and procedures are in place, so that the independent school standards for this aspect of the centre's work are met.

Safety

- The centre's work to keep students safe and secure is good.
- Students are supported, and supervised very well. Staff have a clear understanding of any risk assessments associated with individuals. All students feel safe. In discussion, students commented on feeling much safer than in their previous institutions. They know that any one of the staff will help if they are in trouble.
- Students have a good grasp of the dangers in the society around them, and of the issues relating to all aspects of bullying and drug abuse. They are particularly aware of the risks around the use of social media. The centre fosters well respect for themselves as well as others. During the inspection, students benefited from a session by the police on the dangers of carrying knives.
- Staff have good training opportunities in all aspects of safety, including restraint. First-aid and child protection training is also regular. There have been no recorded incidents of restraint and the log books show only very minor infringements that might affect safety. Fire regulations are checked as required as are other premises checks and online safety. Students' access to the internet is managed carefully.
- The centre meets all of the independent standards relating to students' welfare, health and safety. At the time of the inspection the students' shower had broken. Nevertheless, immediate remedial action was taken to ensure that it was again useable.

The quality of teaching is good

- The overall quality of teaching is good. It enables students to make much faster rates of progress than in their past placements. As a result, students close gaps from their previous disrupted schooling, especially in English and mathematics.
- Warm working relationships are characteristic of all teaching, the respect between staff and students resulting in good application to tasks. The centre generates an ethos of trust, so that students

communicate well in lessons, showing confidence in answering questions and expressing special interests.

- Staff use a range of resources to encourage students' participation. This was very clear in English lessons where students were studying *The Boy in the Striped Pyjamas*. Skilful questioning and a challenging pace resulted in a purposeful silence as students became absorbed in their reading. At the same time, they gained in independence through the judicious use of dictionaries to tackle some linked vocabulary.
- Students also gain very good insights into other cultures and times through their literature study. They were seen exploring the historical background to the above novel and some became particularly interested in Ann Frank, for example.
- Work in mathematics is planned with good use of resources and visual cues. This was evident in a session on shape for students in Years 7 and 8, helping them to engage actively in identifying properties of shapes.
- However, planning in mathematics is not well supported by the subject plans as it does not guide staff well enough. This is particularly important as non-specialist staff teach all mathematics and the outcomes expected of the students from individual lessons are not precise enough.
- Although a range of work is planned to meet many of the needs of the students, challenge for the most able is not always apparent. Sometimes, it is the curiosity of the most able students that provides the enhanced work rather than staff planning.
- Marking of all students' work is regular and encouraging. However, common errors in punctuation and spelling are not always picked up and students are not guided to improve their work.
- Much of the teaching of science is theoretical as facilities prevent real practical work. The centre is pursuing links with other local schools to allow the students to experience experimental tasks in science.
- Leaders have ensured that all the independent school standards for teaching and assessment are met.

The achievement of pupils

is good

- Students make good progress from their starting points, however long they attend the centre. Previously disrupted schooling means students' attainment often lags behind what is expected for their ages. However, this is not always the case and a number of students are helped to prepare for GCSE examinations.
- Students leave the centre far better prepared for mainstream education than when they entered. There are few external examination outcomes because of the short-stay nature of the placements. However, not only the centre's own tracking of improvements but also the students' sustained success in mainstream provision when they leave support the good evaluation.
- Nevertheless, the students' achievement is not outstanding because the most able students do not always make the progress of which they are capable.
- Arrangements for monitoring the work of the students on the weekly day away from the centre rest with the commissioning authorities. The centre does its best to build any gleaned progress information into the students' achievement profile.
- Students make their greatest gains in English and mathematics. This prepares them well for their return to mainstream schooling. All students make good progress in their reading, writing, basic number skills and in their general knowledge about patterns in mathematics.
- Success in physical education, film studies and art, for example, helps build the students' personal skills as well as extending their cultural development. Their growth in self-esteem and confidence translates into good concentration and learning in lessons.
- Students also learn to extend their ability to manage their daily living and to prepare for life after school through improved attendance and behaviour.
- In relation to students' academic and personal development, the centre meets the independent school standards well.

What inspection judgements mean

School	
Grade	Judgement
Grade 1	Outstanding
Grade 2	Good
Grade 3	Requires improvement
Grade 4	Inadequate

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: www.gov.uk/government/publications/non-association-independent-school-inspection-handbook.

School details

Unique reference number	136504
Inspection number	462889
DfE registration number	205/6405

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

Type of school	Day special school
School status	Independent special school
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	13
Number of part time pupils	1
Proprietor	St Paul's Parochial Church Council
Chair	Simon Downham
Headteacher	Deborah Barnett
Date of previous school inspection	7–8 March 2012
Annual fees (day pupils)	£2,554 – £5,108 per 12-week blocks, depending on number of days
Telephone number	020 3393 0969
Email address	deborah.barnett@tlg.org.uk

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