

Tabernacle School

32 St Ann's Villas, Holland Park, London W11 4RS

Inspection dates

17–19 October 2017

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Trustees and school leaders have not kept up to date with changes in official guidance and procedural requirements. As a result, they have not made sure that the school is compliant with all of the independent school standards.
- Although trustees have a good understanding of the quality of teaching, they do not check on the overall progress that pupils are making. This limits their ability to hold leaders to account.

The school has the following strengths

- Leaders seek to give pupils a good education underpinned by a strong Christian ethos and fundamental British values. They do this well.
- Teaching is good and improving as new leaders are providing teachers with effective training. They are also refining assessment systems to help teachers plan more effectively.
- Most pupils, including those who have special educational needs (SEN) and/or disabilities, join the school mid-phase, having been unsuccessful in their previous schools. Because of the high levels of pastoral care and academic support, they settle down quickly, gain confidence and make good progress.
- Pupils behave well and are respectful to all. Attendance is above average.
- Leaders make sure that pupils study a range of subjects and experience a variety of enrichment activities. As a result, pupils leave the school well prepared for the next stages of their education, their future career ambitions and for life in modern Britain.
- Children make a good start in the early years. This is because they are well cared for and teaching is good.
- Leaders acted quickly to address some of the unmet independent school standards identified at the start of the inspection.

Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of leadership and management by ensuring that:
 - leaders keep abreast with the latest Department for Education (DfE) guidance and implement required changes in a timely fashion
 - trustees check on pupils' overall progress in all year groups and subjects so that they can hold school leaders to account.
- Improve the quality of teaching so that more pupils make outstanding progress by:
 - refining the assessment systems so that teachers can better plan work that challenges pupils to reach the highest standards of which they are capable
 - building on the recently introduced programme of professional development to help teachers further sharpen their teaching skills.

The school must meet the following independent school standards

- Ensure that suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education (paragraphs 22, 23(1) and 23(1)(c)).
- Ensure that the proprietor makes sure that persons with leadership and management responsibilities at the school demonstrate good skills and knowledge appropriate to their role, promote the well-being of pupils and fulfil their responsibilities effectively so that the independent school standards are met consistently (paragraphs 34(1), 34(1)(a), 34(1)(b) and 34(1)(c)).

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- At the start of the inspection, it emerged that the trustees and school leaders were not fully aware of the requirements of the current independent school standards. Inspectors found some non-compliance regarding the school's safeguarding policy, the complaints procedure, the requirement to carry out a fire risk assessment of the premises and the requirement to provide shower facilities for pupils aged 11 or above. Leaders took immediate action to rectify the shortcomings in the safeguarding policy and complaints procedure and arranged a fire risk audit of the school premises, which contractors completed during the inspection.
- New leaders have correctly identified that they need to refine their assessments of pupils' work so that they can identify more accurately where pupils have gaps in their learning and where pupils are not being stretched enough to meet their potential. Leaders have made a good start in changing the assessment framework and in training teachers to challenge pupils, especially the most able, so that more make outstanding progress.
- The headteacher, leaders and trustees successfully communicate their vision to give pupils an 'education for living'. They aim to help pupils understand how all that they learn is relevant to their lives. They actively promote pupils' spiritual, moral, social and cultural development through the teaching of Christian values as found in scripture. Equally, they promote fundamental British values so that pupils learn to live their lives as citizens who can make a strong contribution to society in modern Britain. Members of staff fully subscribe to this vision and all work together to promote pupils' personal development and success as learners.
- The headteacher, phase leaders and a recently commissioned consultant regularly observe lessons and offer developmental feedback to teachers to help them improve their practice. The new leader responsible for improving the quality of teaching has quickly identified areas for further development. She is providing regular training to all teachers, many of whom are new to the school. Teachers say that they value the training and feedback. They are keen to learn and aspire to be outstanding teachers. As a result, the quality of teaching is improving and this, in turn, is raising standards of achievement.
- Leaders plan the curriculum to make sure that pupils gain knowledge and skills across a broad range of subjects. In the primary phase, although subjects are taught discretely, half-termly common themes such as 'Brazil' and 'the best of British' thread through the subjects. In addition, pupils benefit from specialist teachers for subjects including French, music and physical education. The secondary curriculum includes a suitable range of GCSE courses. Educational visits and visitors enrich the curriculum. Pupils recently visited a science fair and were fascinated by presentations made by the National Grid and a mobile phone company, for example.
- The curriculum makes a very strong contribution to pupils' spiritual, moral, social and cultural development and prepares them well for life in modern Britain. Daily prayers and discussion of passages from scripture help pupils reflect on their own and other people's life experiences. In a primary assembly, for instance, pupils discussed the story of the 'Good Samaritan' and its relevance to the present day, such as in helping people who are homeless. They also learn about other faiths and have visited the local synagogue,

mosque and gurdwara. Pupils have weekly lessons in personal, social, health and economic education that incorporate aspects of citizenship. For example, secondary pupils researched in groups and presented their findings on respect for people with protected characteristics under the 2010 Equality Act.

Governance

- Trustees have not ensured that the school meets all of the independent school standards.
- Trustees do not check on the overall progress that pupils make in all the year groups and across the subjects. This limits their ability to identify overall strengths and weaknesses and hold leaders to account.
- Trustees visit the school regularly. They go into classes and talk to members of staff and pupils. They also look at pupils' work. They are therefore aware of the quality of teaching and pupils' behaviour and attitudes.
- Because there are a number of new teachers and leaders who joined the school this year, the trustees commissioned an external consultant to provide leadership mentoring and teacher training. This is helping to drive improvements.
- The school benefits from the expertise and experience of its trustees. One has a background in special needs education, for instance.

Safeguarding

- The arrangements for safeguarding are effective.
- The school publishes its safeguarding policy on its website. Leaders have now updated the policy, which has appropriate regard to current government requirements.
- Although at the start of the inspection the school's policy was out of date, members of staff are aware of the latest guidance. The newly appointed designated safeguarding leaders attended safeguarding training earlier this term. They have passed on all relevant information to their colleagues.
- Staff are vigilant and know the signs that may indicate that pupils are at risk of harm. They are all fully aware of the required reporting procedures.
- Case studies show that there are rigorous systems and procedures for record-keeping, reporting, and working with parents and carers and external agencies to keep pupils safe.

Quality of teaching, learning and assessment

Good

- Teaching is good and improving. It supports pupils in making good progress from the different starting points at which they join the school.
- Typically, teachers have strong subject knowledge and communicate high expectations for pupils' behaviour and engagement. They establish a strong rapport with pupils and ask them probing questions. As a result, pupils work diligently, think and are keen to succeed.
- Pupils who have SEN and/or disabilities benefit from additional adult support. This helps them to make the same good progress as their peers.

- Teaching makes a positive contribution to pupils' understanding of current world issues. Secondary pupils, for instance, weighed up the benefits and disadvantages of globalisation, and primary pupils discussed the negative impacts of the felling of trees in the Brazilian rainforests.
- Teachers give pupils continual feedback on how they are doing and what they need to improve. This level of attention helps pupils to succeed.
- Testing is frequent and often unannounced. Teachers readily offer pupils extra one-to-one support out of lesson time when they have not performed in a test to a satisfactory standard. Pupils say that the testing keeps them on their toes and the extra support helps them catch up.
- The tests notwithstanding, teachers do not have the information they need to clearly identify gaps in pupils' learning and ensure that the work set provides the right level of challenge, especially for the most able.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- The caring and nurturing nature of the school helps pupils to grow in confidence and develop self-esteem.
- Pupils benefit from careers guidance that helps them make well-informed choices. They leave the school determined to follow their ambitious career aspirations.
- Pupils respect each other and all get on very well. They very much enjoy the annual 'cultural day' when they celebrate the diverse characteristics of members of the school and the local community. Incidents of bullying are very rare.
- Pupils learn how to stay safe when using social media, for instance. They have also had presentations from the fire service, the police and others on issues that affect them, including knife crime.
- Pupils develop a very strong sense of contributing to the community. Members of staff and pupils have raised funds to support survivors of the Grenfell Tower fire, for example. Following a presentation by an international charity that works to release victims of trafficking in South East Asia, pupils raised funds to support this charity's work.
- Although pupils have regular physical education lessons which promote their physical health, there is no facility for pupils to shower and wash at the end of the sessions. In this respect, the school fails to meet the independent school standards.

Behaviour

- The behaviour of pupils is good.
- Pupils are courteous, respectful and welcoming to visitors. They have a sound understanding of the diversity of the United Kingdom, including of people with personal characteristics that are protected by the law. They are tolerant and respectful of all, even when others' lifestyles do not accord with their own.

- Pupils wear their uniform with pride. They behave well in lessons, at breaktimes and when they move around the school. They have very positive attitudes to learning and try their best to succeed. They happily work collaboratively in pairs or small groups. On occasion, there is some low-level disruption in lessons, but teachers quickly intervene so that learning can proceed.
- Pupils enjoy coming to school and all that it has to offer. Consequently, rates of attendance are above those usually found nationally, and persistent absence is rare.

Outcomes for pupils

Good

- Many pupils have circumstances that make them vulnerable, and most join mid-phase. Their prior attainment is generally low. Because of the high levels of pastoral care and academic support, pupils settle down quickly and make good progress.
- Inspection evidence confirms the school's view that in the primary and secondary phases, pupils make good progress overall in a range of subjects, including in English and mathematics.
- Year 11 results over the past few years show that pupils gained good grades in a range of GCSE courses.
- The most able pupils take the more difficult triple award science GCSEs, and where pupils achieve a good GCSE in mathematics before Year 11, they start the AS mathematics course. Across the school, however, the most able pupils do not consistently make the progress of which they are capable.
- Pupils who have SEN and/or disabilities achieve well because teachers and other adults give them well-tailored support.
- When pupils leave the school, they continue with post-16 studies. In recent years, there have not been any pupils who are not in education, employment or training.

Early years provision

Good

- The experienced early years leader has a sound understanding of the statutory framework for the early years foundation stage. The setting now meets all of the independent school standards as they relate to the early years.
- As there are only a few children in the Reception class, the leader is also the only teacher. She has good assessment systems in place and involves parents in contributing to the record of children's continuing learning. The assessments are used effectively to plan the next steps for learning and social development for each of the children.
- Teaching is good. A range of learning resources and activities, especially indoors, stimulate and engage the children well. There is a strong emphasis on teaching phonics and in encouraging children to read books. During the various activities, the teacher encourages children to think and to try out new things for themselves. For example, when they were outdoors, children wanted to build a tower. They chose to do so with pebbles. They soon realised that this would not work, and through the teacher's questioning they worked out why it would be better to use building blocks instead.
- Over time, children make good progress in all areas of learning to reach a good level of

development at the end of Reception. They therefore are well prepared for entry into Year 1.

- Children are safe and learn to be safe from books about 'people who help us' and visitors. For instance, firefighters visit the school periodically and run activities with the children so that they learn fire safety. Children learn about road safety and put their learning into practice when they walk to the local park and shops.
- Children behave well. They learn to share and help each other. They learn values from the scriptures in an age-appropriate way.
- Indoor resources are well organised within the small classroom and ensure coverage of all areas of learning. Leaders have not yet made sure that the outdoors is equally well resourced. This limits opportunities for children's learning and development. Leaders have identified this as a priority for development and have plans in place to improve the outdoor area.

School details

Unique reference number	131778
DfE registration number	207/6396
Inspection number	10020864

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	All through
School category	Independent school
Age range of pupils	3 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	32
Proprietor	Tabernacle Christian Centre Trust
Chair	Pastor Derrick Wilson
Headteacher	Paulette Wilson
Annual fees (day pupils)	£6,500–£9,500
Telephone number	020 7602 6232
Website	www.tabernacleschool.co.uk
Email address	admin@tabernacleschool.co.uk
Date of previous inspection	14 October 2013

Information about this school

- The Tabernacle School is an independent Christian, coeducational, day school for pupils aged between 3 and 18 years, and is affiliated to the Tabernacle Christian Centre Church. It is located in a Grade II listed, Victorian building in Holland Park.
- The school was first registered as an independent school in March 1999. It is registered to educate 60 pupils from age 3 to 18. Currently there are 32 pupils on roll. There are no children in the Nursery and no pupils in Years 9 and 10. There are three children in the Reception class. In the primary phase, there are three mixed-age classes. For some years, the school has had no post-16 provision.
- The school was last inspected by Ofsted in September 2007 and was judged to be providing a satisfactory education overall. In October 2013, the school was inspected by

the Bridge Schools Inspectorate and was judged to be providing a good education overall.

- There are two pupils who have a statement of special educational needs or an education, health and care plan.
- There has been a large turnover of teaching staff since the previous inspection. Many new teachers and leaders joined the school this year.
- The school does not use any alternative provision.
- The school's aim is that it 'strives to build and fortify students academically, spiritually, and physically'. The goal is to develop 'a community of skilled leaders thoroughly exposed to biblical principles'.

Information about this inspection

- The inspection was carried out with one day's notice.
- Inspectors observed learning in 10 lessons.
- Samples of pupils' work were scrutinised. The school's information about pupils' progress was also checked.
- The inspectors spoke to the principal, chair of trustees, leaders and teachers. A meeting was held with three other trustees. There was also a formal discussion with two groups of pupils and various informal discussions with pupils during breaktimes and in lessons.
- Inspectors listened to primary pupils reading.
- The inspectors took account of the 10 responses to the questionnaire for staff. They could not take account of the responses to Ofsted's online questionnaire for parents (Parent View) as there were insufficient responses. They did, however, speak with three parents.
- Documentation, policies and all aspects of the schools work were checked for compliance with the independent school standards.

Inspection team

David Radomsky, lead inspector

Ofsted Inspector

Kanwaljit Singh

Ofsted Inspector

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Manchester
M1 2WD

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