

TLG West London

St Pauls' Centre, Macbeth Street, Hammersmith London, W6 9JJ

Inspection dates

20–22 March 2018

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

Summary of key findings for parents and pupils

This is a good school

- TLG West London transforms the life chances of pupils who previously have become disaffected with education.
- The headteacher and proprietor have sustained the performance of the school since its last inspection. They have ensured that all the independent school standards have been met.
- Teachers provide well-structured and engaging lessons, which enable pupils to make good progress, especially in English and mathematics.
- A broad, varied and interesting curriculum motivates pupils. Its focus on developing pupils' spiritual, moral, social and cultural understanding is strong.
- Pupils enjoy excellent relationships with staff and this supports their personal development and welfare, which is outstanding.
- Pupils behave well. They are proud of their school and speak highly of the support that they receive from their teachers.
- Governors know the school well and challenge the headteacher to drive standards ever higher. They also offer wide-ranging support.
- School leaders ensure that pupils are safe in school and in the wider community. A strong culture of safeguarding underpins all aspects of the school's work.
- Lessons are interesting and stimulating. However, teachers' questioning does not stretch and challenge pupils consistently well across the curriculum.
- Teachers are confident in teaching the key concepts in different subjects. However, their planning does not take sufficient account of key skills, for example investigations in science and evaluation of a product in design technology.
- Teachers are skilful and confident in evaluating pupils' achievement in English and mathematics. However, their ability to assess pupils' progress in a few other subjects is less secure.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Improve pupils' outcomes in the wider curriculum by ensuring that:
 - teachers receive further training and development so that they improve their skills in assessing pupils' progress in subjects other than English and mathematics
 - planning focuses on the development of key skills, as well as knowledge
 - teachers further develop their questioning skills to help all pupils deepen their understanding and challenge their thinking, especially the most able.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have high expectations for the performance of the school and all pupils. They ensure that all the independent school standards and other requirements are met.
- The headteacher and proprietor have created a warm and welcoming school environment where a caring culture across the school is palpable. Staff know the pupils very well and want them to succeed. Consequently, pupils who have previously been disillusioned with their education begin to engage once more and make progress.
- Staff morale is high. Relationships at all levels are good. All staff completed the staff questionnaire and indicated that they enjoy working at the school. They say that leaders and managers support them well in their school roles and in their personal well-being.
- Procedures to manage staff performance staff are good. Quality assurance procedures have been improved since the last inspection, with the appointment of a head of education who monitors the school's work rigorously and reports to the company's senior management team. The objectives that are set for staff are appropriately linked to school performance and pupils' progress.
- Leaders are skilful in checking the quality of teaching and providing specific feedback to teachers to help them improve. The coaching and mentoring provided is having the desired impact on both teachers who are new to teaching.
- Many pupils start at the school with large gaps in their education. They have often experienced failure or exclusion from their previous school. The curriculum is personalised effectively to meet each pupil's specific needs, build on their existing knowledge and skills and support them to catch up quickly.
- A wide range of subjects is taught at key stage 3, with specialist provision in music, design technology and physical education. Occasionally, when there are key stage 4 pupils on roll, the provision of specialist tutors allows them to complete some GCSE qualifications and other accredited examination courses.
- Pupils' spiritual, moral, social and cultural development is promoted well. Since the previous inspection, leaders have increased opportunities to develop pupils' understanding of different faiths and cultures by broadening the religious studies curriculum. Pupils discuss moral issues in a range of subjects, for example citizenship and the school's own 'reset' programme. The positive environment supports them to grow in confidence and develop strong social skills.
- Teachers receive good training and development to improve their skills in evaluating pupils' achievement in English and mathematics. Occasionally, their ability to assess pupils' progress in a few other subjects is less secure. Leaders are aware; they have begun to work on providing teachers with greater opportunities to consolidate their skills and knowledge across the curriculum.

Governance

- The management committee, which is the school's governing body, has representatives from St Paul's Church and their TLG partners. Both sides have a clear understanding of

one another's roles and responsibilities, which is a key reason why the partnership works so well.

- Governors have a wide range of skills and experience covering school leadership, human resources, finance and premises. As a result, they are able to provide effective support and challenge to the headteacher, which is contributing to the school's improvement.
- Governors are determined to provide the best possible provision for pupils for whom mainstream education has not suited their needs.
- Governors are fully involved in the detailed improvement plans, based upon reflective and accurate self-evaluation. They visit the school regularly to review provision and offer challenge to the headteacher. It is an open relationship; leaders respond well to this challenge and receive wholehearted support.
- Governors are aware of their responsibilities regarding safeguarding. They review safeguarding documents, including child protection files regularly, to ensure that these are compliant. They understand that vigilance is required to ensure that the independent school standards are consistently met.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders display the school's safeguarding and child protection policy on the school's website. The safeguarding policy is effective and meets current government requirements.
- Leaders have created a strong culture of shared responsibility for protecting pupils, and this permeates all areas of the school's work. The headteacher is the designated safeguarding leader, and all staff know what to do if they have concerns about pupils. They are all appropriately trained in all aspects of safeguarding.
- Leaders are tenacious in following up concerns and ensuring that they inform outside agencies when a pupil is at risk or missing from education. Staff keep appropriate records that detail safeguarding concerns and actions. Staff are well trained to recognise signs of extremism and radicalisation.
- Risk assessments for all aspects of school life, and related to individual pupils where necessary, are rigorously maintained. The premises meet all the independent school standards.

Quality of teaching, learning and assessment

Good

- There is a high level of consistency in how lessons are taught, which means that pupils are confident with routines and expectations, and respond well.
- Teachers have excellent relationships with pupils. Interactions between teachers and pupils are underpinned by mutual respect. Teachers encourage most pupils to settle quickly to learning. This is a notable achievement, given some pupils' past experiences.
- Pupils enjoy their learning, in particular when they see its relevance to the world they experience. For example, pupils were transfixed when they learned about cases where people challenged their anger in a peaceful direction that brought about positive change

in the world.

- Teachers quickly assess what pupils can and cannot do in English and mathematics when they first arrive at the school. Teachers use these initial assessments to plan for pupils' learning in these subjects. Lessons are carefully adapted as pupils progress through schemes of work. As a result, pupils' English and mathematics books show strong progress over time.
- Teachers challenge and motivate pupils to try their hardest. Work in mathematics books shows that pupils have opportunities to solve problems and explain their thinking. This helps them make strong gains in their learning.
- Teachers encourage pupils with their reading. Reading is included in pupils' individual learning plans and in research tasks, both for homework and in the classroom. Teachers plan effective lessons that link reading and writing across the curriculum.
- Teachers plan lessons to interest and engage pupils. Provision for pupils who have SEN and/or disabilities enables them to make typically good progress. Adults are skilful in breaking down ideas and concepts to enable these pupils to access learning and sustain their interest and concentration.
- In English and mathematics, teachers give pupils useful guidance on how to improve their work. Pupils take heed of this guidance, with clear impact on their progress. This is less effective in other subjects.
- Whereas planning in English and mathematics is comprehensive, in other subjects planning mainly covers the content to be taught. This gives insufficient emphasis to the development of skills. Pupils do not get to experience what it is to be a scientist or a historian in the same way they do an author or mathematician.
- Though teachers do sometimes establish challenge within their teaching, this is not consistently high across the school. For example, questioning is not used consistently well to challenge and probe pupils' understanding. As a consequence, some pupils, in particular the most able, do not make the progress of which they are capable.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. As one pupil remarked, 'This school fixes our behaviour and learning.'
- Staff pay a great deal of attention to pupils' well-being and happiness. The school's systems to promote pupils' welfare are very effective. Staff take great care to understand pupils' emotional well-being, including their mental health, and to give support where necessary. As a result, pupils place a high degree of trust in staff.
- Pupils are proud of their school and value the opportunities they receive. For example, pupils told inspectors that opportunities to learn with specialist music teachers develop their confidence in performing and collaborating with their peers.
- Staff understand that pupils are vulnerable to a range of dangers outside of school, in particular knife crime and joining gangs. Therefore, staff explicitly teach pupils how to act safely and protect themselves from these risks. Pupils have a well-developed understanding of how to keep themselves safe from a wide range of risks, for example

extremist content on the internet which aims to 'groom' young people.

- In a short span of time, pupils' confidence grows rapidly as a result of the patience, sensitivity and skill shown by staff. Staff give pupils the time, space and support needed to work through their emotions. As a result, pupils learn to settle down quickly to work and to persevere more when they find tasks hard.
- Pupils have a clear understanding about different types of bullying, including cyber bullying, prejudice-based bullying and physical bullying. Pupils are clear that bullying rarely happens at the school. They are equally adamant that should it happen, teachers would deal with it very effectively.

Behaviour

- The behaviour of pupils is good.
- Pupils' prior poor behaviour is partly the reason why some have been referred to this provision. Very soon after joining the school, pupils' behaviour begins to improve. For example, they learn to follow instructions and to complete their work. Instances of aggressive behaviour are rare. The school's records show a significant improvement in pupils' behaviour over time.
- The well-enforced behaviour policy, alongside the school values, gives pupils a framework for behaving well. During the inspection, pupils showed good attitudes to learning in all their lessons.
- Leaders look carefully at the reasons for exclusions when they happen and put measures into place to support pupils with particular behavioural needs. These measures have already met with success, and pupils who have been excluded are often able to integrate well back into school with no further incidents.
- Prior to attending TLG West London, some pupils' attendance at school was low. Some did not attend school at all. Others had been excluded from their schools for poor behaviour. Pupils' current rates of attendance are fast approaching the average in mainstream schools. This is a notable improvement and indicates the school's success at enabling pupils to re-engage with schooling.

Outcomes for pupils

Good

- Since the previous inspection, the school has been specialising as a centre that offers provision for key stage 3 pupils. Currently, almost all pupils are taught the key stage 3 curriculum in a wide range of subjects. Typically, pupils spend 12 to 18 weeks in the centre before being reintegrated back into mainstream schooling. Pupils' standards on entry to the school are typically below average.
- Some pupils who attend the school have missed a part of their education. Consequently, they have gaps in their knowledge and understanding. An assessment of each pupil's strengths and weaknesses in English and mathematics is carried out when they join the school. On the basis of this, an individualised curriculum is planned to provide the learning that they need to catch up.
- Learning observations, scrutiny of pupils' work and the school's assessment information show that pupils are making good progress during the time they spend in the centre.

Pupils' progress is strong in English and mathematics and other subjects, such as urban music and personal, social, health and economic education.

- In the very few cases where the school has key stage 4 pupils, leaders place a high priority on giving pupils the opportunity to gain accreditation and qualifications. Key stage 4 pupils gain appropriate qualifications and accreditations as a result of the regular one-to-one specialist tutoring provided at the centre.
- The local authorities and schools that refer pupils to the centre confirm that pupils are almost always well prepared to rejoin mainstream schooling. The success rates of reintegration are high. This is because the centre is effective in equipping pupils with the personal and social skills they need to be successful in their learning.
- All pupils have made good progress in their social, emotional and mental health development. This is due to the strong pastoral care of pupils by staff who know them well.
- Pupils are encouraged to think and reflect on the big ideas in different subjects, for example linguistic devices in English and plant reproduction in science. All pupils, including the most able, are challenged on these occasions. However, stretch and challenge across the curriculum is not consistently effective; as a result, pupils' learning is sometimes not as deep as it could be.
- Staff have only just begun to track pupils' progress more rigorously in the wider curriculum, for example science. Pupils' 'learning logs' showcase some of the good work they have produced in art, photography and design technology, for example. However, the key skills in these subjects are not currently identified and assessed to show clear progress over time.

School details

Unique reference number	136504
DfE registration number	205/6405
Inspection number	10048719

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	Other independent special school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	14
Number of part-time pupils	0
Proprietor	St Paul's Church, Hammersmith
Chair	Simon Downham
Headteacher	Deborah Barnett
Annual fees (day pupils)	£2,554 to £5,108 per 12-week block, depending on number of days
Telephone number	020 3393 0969
Website	www.tlgwestlondon.org.uk
Email address	westlondon@tlg.org.uk
Date of previous inspection	13–15 May 2015

Information about this school

- 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 pupils have been, or are at risk of being, excluded from mainstream schools.
- The proprietor, St Paul's Church Hammersmith, works in partnership with a national education 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.

- Pupils come from a wide range of ethnic backgrounds. They are referred to the centre by mainstream schools or by local authorities that fund the placements.
- The school caters for up to 18 boys and girls aged between 11 and 16 years. It has been specialising to cater for pupils in key stage 3 in particular. Since the previous year, almost all pupils have been in Years 7 to 9.
- Pupils are dual-registered and have access to full-time education. The majority of pupils attend the centre four days per week, mainly for blocks of 12 to 18 weeks. On the fifth day, some pupils attend mainstream or virtual schools provided by the local authority. Currently, there are 14 pupils on roll.
- Most pupils are disadvantaged and eligible for free school meals. The proportion of pupils who have SEN and/or disabilities is higher than the national average.
- Pupils do not attend other off-site provision but other alternative providers may work with the pupils at the centre.
- The headteacher has been in post since June 2014. She oversees the work of two teachers, a volunteer and an intern, all of whom are full time.

Information about this inspection

- The inspector visited parts of a range of lessons with the headteacher and looked at samples of pupils' work over time.
- The inspector examined the school's information about the progress that pupils are making, including the outcomes of pupils who had left in the previous school year.
- The inspector held discussions with pupils, the proprietor and a member of the management committee, the headteacher and senior TLG staff. The inspector also spoke to a placing local authority representative and a senior leader from a placing school, about the school and its work with the children from their area.
- There were six responses to the staff questionnaire and these were scrutinised by the inspector.
- There were no contributions from parents to Ofsted's online questionnaire, Parent View. However, the inspector was able to take account of the school's own parental survey.
- The inspector scrutinised a number of school policies, procedures and records in order to check the school's compliance with the independent school standards. This included the school's policies and procedures for safeguarding pupils.
- The inspector viewed the school premises and accommodation.

Inspection team

Nasim Butt, lead inspector

Ofsted Inspector

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