

TLG Manchester

Parish Hall, Water Street, Harpurhey, Manchester M9 5US

Inspection dates

15–17 May 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

- The newly appointed headteacher continues to ensure that pupils receive a good education. She is very well supported by the management committee. Systems to evaluate the effectiveness of the school's work are robust and are used well to bring about further improvements.
- Leaders make sure that the independent school standards are met. There are rigorous systems in place to monitor not only compliance, but also the quality of provision against the standards.
- Pupils make good progress from their starting points, especially in their personal and social education. Their attendance and attitudes to learning improve rapidly after arriving at TLG Manchester.
- The senior leaders from the TLG management committee provide strong support. They are skilled, experienced and firmly committed to the school's ethos of 'transforming lives for good'.
- Parents, carers and referring schools speak very highly of the positive impact the school has on pupils.
- All staff are meticulous in providing for pupils' safety, including their emotional well-being. Pupils feel safe and secure in the nurturing environment. They know that their teachers want the best for them.
- Teaching is good, especially in English and mathematics, because teachers use skilful questioning and a range of effective techniques to engage and motivate pupils. However, the same academic rigour is not always evident in all subjects, including science and humanities. Progress in these areas is not as strong.
- The effective assessment systems which leaders use to monitor pupils' progress in key aspects of learning are not yet fully developed across all curriculum subjects.
- Although support for pupils who have special educational needs (SEN) and/or disabilities is good, strategies to support pupils with challenging behaviour are not always clear or identified in their individual learning plans.

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 the quality of teaching, learning and assessment by ensuring that:
 - systems used to monitor pupils' progress in science and humanities are further developed
 - the academic rigour and higher expectations evident in English and mathematics are replicated in other subjects.
- Improve leadership and management by providing further training for teachers that will help them to identify and implement the most effective ways to support pupils who have SEN and/or disabilities, including those with challenging behaviour.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and management committee are compassionate leaders with a strong moral purpose. The Christian ethos upon which the school is founded drives its direction and underpins its work. Leaders are ambitious for their pupils and frequently evaluate the impact of the school's actions. They use this information to plan further improvements.
- The newly appointed headteacher has sustained the good performance of the school since the last inspection. She has built a strong staff team which fully supports her. She is very well supported by the strong leadership of the management committee who monitor all aspects of the school's work closely. Together, they are passionate about their work to improve opportunities for pupils.
- Professional development for staff is methodical and supportive and shows a positive impact on improving the quality of teaching and learning. 'Personal success plans' are used as a developmental tool to help staff to identify areas for improvement. Staff receive appropriate training and regular reviews as part of their performance management.
- Leaders ensure that pupils' spiritual, moral, social and cultural development is promoted well. Activities are carefully planned to help pupils develop their understanding of the world in which they live and to take responsibility for it. For example, pupils explore the positive and negative outcomes of animal testing. They discuss products and medicine they use which may have been tested on animals and eloquently argue the reasons for their views.
- Pupils have the opportunity to explore British values, including the impact of democracy in changing the country. They cover topics such as 'Brexit' and local and national elections. They consider and challenge stereotypes. They are encouraged to explore the diverse cultures and communities within and beyond Manchester to help prepare them for life in British society.
- A carefully planned programme of daily reflection helps pupils to consider barriers in their relationships and behaviour, for example what might trigger feelings of anger. They are helped to think about strategies to deal with their feelings when staff model respect and forgiveness.
- The school's pastoral care is carefully designed to support pupils to fully engage with education and is the reason why most pupils make good progress. Pupils are assigned a key worker who mentors them individually, helping them to improve their attitudes to learning and plan their next steps.
- The school's work to support pupils' career aspirations is effective. Pupils develop confidence as they learn skills to support them with job applications and interviews. Working closely with mainstream referring schools, pupils explore different career options.
- Parents and referring schools value the excellent relationships which leaders establish. They say that problems are resolved because communication is very good. Information about behaviour and academic progress is shared frequently through meetings and half-termly reports. The information is comprehensive and helpful. One parent explained that her child 'was happier than he had ever been', enjoying school and making good progress

as a result.

- Pupils who have SEN and/or disabilities receive appropriate support and most make good progress. However, the individual learning plans for a small number of pupils do not give staff enough detail to help them to identify the most appropriate strategies to support pupils with challenging behaviour.
- Leaders have devised a curriculum which has many strengths, including the school's own 'Reset' curriculum, designed to help pupils to develop positive learning behaviours. The curriculum is enriched through input from external speakers such as police and fire officers and sexual health advisers. There are opportunities for pupils to experience cultural visits and residential trips which help promote self-confidence and independence.
- English and mathematics provision is good and is reflected in higher outcomes for pupils. Almost all pupils achieve accredited qualifications in these areas. The teaching of science has improved since the last inspection and science is taught more regularly. The new headteacher has strengthened the teaching of humanities since arriving in January. However, expectations in these subjects are not yet high enough and progress is not as rapid as in English and mathematics.

Governance

- Governors are knowledgeable and skilled. Their strong strategic direction and oversight of provision help them to hold leaders to account, giving effective levels of support and challenge.
- A strength of school governance is the open and honest culture created by the management committee. Leaders are encouraged to reflect carefully on what works well and what needs to be improved. Effective training and mentoring programmes are routinely provided for all staff in the organisation.
- The management information systems that the senior team uses support consistency in the delivery of policies. This enables them to measure the impact of actions in the school and to benchmark with other schools in the organisation. The evaluation of effectiveness is thorough and robust. Information is used well to plan further improvements.
- Governors monitor the school's welfare and safety provision closely. They ensure that all aspects of the independent school standards are regularly checked.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders work very closely with referring schools, parents and other agencies to make sure that information is shared and actions are consistent. All concerns, however small, are logged on the management information system and checked daily by the proprietors. Additional support for pupils and families is provided quickly when it is needed.
- Staff are guided by the school's detailed safeguarding policy, which is published on the school's website. The policy is written in accordance with the latest guidance and contains all required information.
- Staff recruitment procedures are thorough. A well-planned induction and training

programme ensures that staff understand their responsibilities and know how to keep pupils safe. Spot checks on safeguarding procedures are a regular feature of the organisation and ensure that safeguarding is maintained as a high priority.

- Pupils are taught how to keep themselves safe through the curriculum. Pupils' work shows that they have frequent opportunities to explore sensitive and difficult topics, including extremism and child sexual exploitation. They understand the risks involved in social media and know how to keep themselves safe in their community.

Quality of teaching, learning and assessment

Good

- Teachers' expectations of pupils in English and mathematics are appropriate. Pupils are set work which challenges them and deepens their thinking. As a result, they make good progress in these areas.
- Relationships are strong and supportive. Teachers are alert to pupils' needs and intervene quickly when pupils are off-task, adjusting learning as needed. This was evident when a humanities lesson was punctuated with a mentoring session for pupils struggling to focus.
- One of the features of the classroom is the quality of dialogue. Teachers ask challenging questions to make pupils think and provide plenty of opportunities for pupils to discuss their work and share ideas. This helps pupils to learn, so they make good progress.
- Teachers think carefully about the ways in which they can re-engage pupils with their learning. For example, pupils develop and use a range of skills when they plan a menu for dinner. Pupils record all necessary information, from the health benefits to the origins and cost of ingredients. They shop for and cook the food so that they can see a purpose to their learning.
- Work in pupils' books shows that they develop greater resilience during their time at TLG Manchester, especially in English and mathematics. Pupils apply themselves to their tasks. Written work is completed to a good standard and pupils will often seek to further improve work by editing it.
- Pupils are encouraged to read frequently through carefully designed tasks which introduce them to a broad range of books. Even reluctant readers become engaged when, for example, the teacher skilfully creates dramatic effect by using the blurb from different books. Pupils are enticed into finding out what happens next. As one explained, although he never normally reads, he would want to take this book home to finish the story.
- In mathematics, pupils develop accuracy and fluency. They are motivated to solve problems and develop reasoning skills because work is relevant and interesting.
- In other subjects such as art and design and physical education, pupils learn well and take pride in their achievements. The expertise of all staff is used to benefit pupils and extend their skills. For example, in a fitness class, science skills are promoted as pupils use key vocabulary to think about blood circulation and optimising muscle performance.
- Thorough and very robust systems are in place to track and monitor pupils' progress in English, mathematics and key aspects of their development, including personal, social and emotional well-being. However, the assessment of science and humanities is less well developed. Leaders have identified this in their plans for improvement.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils join the school because they find mainstream schools challenging and face considerable difficulties. They arrive at different points in the school year and many are at risk of being, or have been, excluded. Very effective transition arrangements mean that the pupils are given clear guidance and support quickly. Previous barriers are gradually reduced and pupils are helped to manage any difficulties.
- Pupils receive regular mentoring and support from staff. Pupils value being listened to, and one pupil explained, 'If you have a bad day, you can talk and it helps you understand your feelings.' This enables pupils to develop their self-esteem and to recognise their strengths.
- A key aim of the school is to support pupils in developing positive attitudes to learning. Staff quickly build very effective relationships with pupils, which has a significant impact on behaviour. There is an open and caring ethos which is valued by pupils.
- Pupils usually arrive on time and ready to learn because they enjoy school, receive a warm welcome and know what is expected of them. Pupils use a computerised self-reflection tool each morning which allows them to express feelings, concerns and wishes. Staff monitor this information, enabling them to sensitively adjust learning and timetables to suit the individual needs of pupils.
- Success is celebrated at the end of the day during a learning review. Pupils reflect on their achievements and consider targets they might like to work towards the following day. This self-evaluation supports pupils in understanding the progress they are making and what more they need to do to reach their learning and behavioural goals.
- Pupils are very positive about the support they receive. They recognise that it helps them to improve their learning and prepares them for the next steps in their education, training or employment.
- Adults consistently promote clear messages to reinforce the school's expected behaviours and attitudes.

Behaviour

- The behaviour of pupils is good. Pupils make considerable strides in the management of their own behaviour and in their personal development. The school's records show that behaviour improves considerably for most pupils and, for some, the transformation is remarkable.
- The integrated work that leaders and staff undertake with pupils, parents and referring schools contributes significantly to improvements in pupils' behaviour. Levels of frustration and undesirable behaviour reduce and, in some cases, are eradicated because of the good-quality pastoral support that pupils receive.
- Pupils are well behaved around school. They usually show respect for each other, staff and visitors. When there are occasional lapses in behaviour, pupils often apologise and reflect on how they can improve. Staff always endeavour to be fair, humane and

restorative in their dealings.

- Before joining the school, many pupils had poor attendance rates and several had been excluded from school. Good systems are in place to monitor attendance along with the referring school. Any concerns are quickly followed up. Pupils' attendance improves quickly, and often significantly, because they enjoy coming to school.
- Pupils who spoke with inspectors said there is very little bullying and that they feel safe to talk to adults if they need support. Pupils also know they have the option to report concerns or bullying directly through the school's website. Pupils feel confident in expressing their views and learn to understand how and why people behave as they do.

Outcomes for pupils

Good

- For a variety of reasons, pupils tend to arrive at TLG Manchester with significant gaps in their learning and with low levels of attainment. They quickly build up their knowledge and understanding in a range of subjects, including English and mathematics. Current pupils, many of whom are disadvantaged, are making good progress because of the good-quality teaching and support they receive.
- Pupils also make good progress in their attitudes to learning, becoming more positive about school. This is shown through improved attendance and punctuality and their ability to apply themselves to their tasks.
- School leaders are focused on their primary objective, which is to return pupils to mainstream provision as quickly as possible. They prioritise the teaching and learning of English and mathematics and addressing the social, emotional and learning needs of pupils. Progress is measured against the assessments made when pupils arrive at the school and the challenging targets set for them. The school's own information shows that almost all pupils make at least expected progress.
- Flexible and bespoke transition means that pupils can be on roll at the school for very short periods. However, even those who stay only for a brief time are encouraged to take qualifications in functional English and mathematics and skills for employment and further learning. Almost all pupils achieve at least one or two accredited qualifications.
- Most-able pupils are challenged to achieve qualifications at a higher level and are encouraged to prepare to take GCSEs in college for their next placement.
- Most pupils who have SEN and/or disabilities make good progress because of the intensive and frequent support they receive from key adults who understand their needs. Staff work closely with parents and referrers, sharing information and planning collectively for the needs of pupils.
- Progress in most subjects has improved since the arrival of the new headteacher in January. Planning has been strengthened and the monitoring of pupils' progress has improved. There is a comprehensive programme of activities, for example in physical education and art. However, progress in humanities and science, although improving, is not yet as strong because the same academic rigour and assessment evident in English and mathematics are not as well developed. Leaders have identified this as an area for improvement.

School details

Unique reference number	136242
DfE registration number	352/6070
Inspection number	10043783

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 school
School category	Independent school
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	9
Number of part-time pupils	0
Proprietor	TLG The Education Charity
Chair	Tim Morfin
Headteacher	Judith Skelton
Annual fees (day pupils)	£15,818
Telephone number	0161 660 8678
Website	www.tlgmanchester.org.uk/
Email address	judith.skelton@tlg.org.uk
Date of previous inspection	10 March 2015

Information about this school

- The school is part of the TLG national charity and is registered with the Department for Education as an alternative provider for local secondary schools and pupil referral units.
- The school can provide up to 20 part-time or 10 full-time places. The school serves Manchester local authority.
- Pupils are dual-registered with the referrer and have access to full-time education. All current pupils attend for four days per week and return to their mainstream school or are tutored at home by mainstream school staff on the fifth day. A small number of pupils currently on roll have an education, health and care plan.

- A new headteacher was appointed in January 2018. She oversees the work of three teachers and an intern.
- The school was last inspected in March 2015, when it was judged to be good.
- The school does not use any other alternative providers. Pupils use sports and swimming facilities at a local sports centre where TLG Manchester staff supervise physical education and sporting activities.
- The school has a Christian ethos and is set in the parish hall and grounds of Christ Church, Harpurhey, Manchester.

Information about this inspection

- The inspector conducted a telephone meeting with the proprietor.
- The inspector held meetings with the headteacher and four members of the school's management committee, each with different responsibilities, over the three days.
- The inspector talked to a group of pupils and also heard some of them read.
- The inspector visited classrooms, talked to pupils about their work, looked at their books and observed teaching and learning.
- The inspector looked at work jointly with school staff that captured learning over a longer period of time.
- School documents were scrutinised, including safeguarding checks, information about pupils' achievement and behavioural logs.
- The school's management information was shared, showing checks made on the quality of teaching and performance management and training records.
- The inspector met with two staff from a referring school and had a telephone conversation with the special educational needs coordinator from another school.
- The inspector took account of the views of parents through a telephone conversation with one parent and a text message from another. The school's own records also provided information about parents' views. No parent responded to the online questionnaire, Parent View. The inspector took account of five staff responses to an inspection survey of their views.

Inspection team

Cathy Parkinson, lead inspector

Ofsted Inspector

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