

TLG Tendring

Frinton Free Church, Connaught Avenue, Frinton-on-Sea, Essex CO13 9PW

Inspection dates

13–15 November 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	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- The proprietor and senior leaders have ensured that all the independent school standards are met.
- Working together with the proprietorial board, senior leaders have an accurate understanding of the strengths and weaknesses of the school.
- At all levels, leaders' vision and ambition for continuous improvement and pupils' rapid reintegration back into their main school are crystal clear.
- The quality of teaching is good. Teachers know their pupils exceptionally well and so plan effectively to meet their learning needs.
- The curriculum is suitably broad. It contributes well to pupils' typically good progress and successful return to their referring school.
- Effective, individualised support ensures that pupils settle into the TLG learning environment and routines quickly.
- A strong culture of safeguarding underpins all aspects of the school's work. Staff are vigilant. Leaders give high priority to keeping pupils safe.
- Pupils enjoy coming to the school and so their behaviour and attendance typically improves, often significantly, when they join.
- Parents, carers and referring schools speak positively about the difference the provision makes to pupils' lives.
- Pupils do not consistently reflect leaders' expectations for their attitudes to others.
- Pupils' progress in English and with their literacy is not as strong as it is in mathematics.
- The details of the dual aspects of each pupil's learning is not systematically shared across both settings. Sometimes, work is repeated, and pupils are not always moved on rapidly enough to the next stage.

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 pupils' outcomes by ensuring that:
 - day-to-day learning is based systematically on regularly updated information from the referring school, as well as the information that TLG holds
 - the most able pupils are challenged consistently to achieve their potential by moving them on quickly when they are ready to progress to the next stage
 - reading and literacy skills improve so that pupils show greater resilience in writing at length.
- Build on current work to promote fundamental British values, so that all pupils' attitudes consistently reflect the high expectations that staff promote.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders have ensured that all the independent school standards are met. In just over a year since the school opened, the whole-school team has rapidly established a precedent for the provision of effective academic and pastoral support for pupils in their care.
- The productive, strong and effective working relationships that exist between the headteacher, the proprietorial body and senior leaders from the Transforming Lives for Good (TLG) charity are impressive. Working together, they are making a positive difference to improving the life chances of vulnerable pupils, many of whom have previously experienced significant periods of disruption to their education.
- The senior leadership team has created a culture of high expectations, nurturing and respect. Staff are unequivocally committed to helping pupils grow in confidence in both their academic and personal development. They have a track record of success in the timely reintegration of pupils into their original schools.
- The school premises are in specifically adapted accommodation in Frinton Free Church. The learning environment is bright, well maintained and spacious. Pupils' work is celebrated appropriately through lively displays on classroom walls.
- The curriculum has been revised to ensure further depth across a wide range of subjects. Pupils have dedicated lessons in English and mathematics and work on projects covering a range of cross-curricular themes. Each theme incorporates interesting opportunities to build on pupils' literacy and numeracy skills, alongside subject-led topics covering, for example, humanities, computing, art, design, technology and science.
- There is a strong focus on raising pupils' awareness of healthy lifestyles, relationships and diverse cultures. Popular sessions on food preparation and basic cookery skills are taught in the kitchen, which the school has access to on the church site.
- Effective systems ensure that the quality of teaching and learning is checked regularly and systematically, using the TLG wider organisation's teacher-development framework. The model is suitably rooted in self-evaluation and reflection, which combines well with the checks that senior leaders make and the routine coaching they offer.
- There is a palpable sense of trust across the school. All staff who responded to Ofsted's questionnaire said that they were proud to work at the school. As one member of staff commented, 'I love being part of TLG. The difference we see in pupils, from coming in to leaving, can be so dramatic. It is a joy to see.'
- Parents are often positive about the difference the provision is making to their child's development and progression. As more than one of them said in evaluating the school's work, 'Thank you TLG for giving me back my child.'
- Echoing similar views as those of the parents, representatives from referring schools spoke consistently of improved behaviour, attendance and better attitudes to learning than previously seen when pupils returned.
- Senior leaders have an accurate understanding of the strengths and weaknesses of the provision. Together with the proprietorial body, they work hard to ensure that the school remains on a cycle of continuous improvement.

- They know that there is more to do to ensure that pupils are confident in their reading skills and to improve their ability to write at length. Additional training has been put in place to support staff, and so to help ensure that pupils' progress in English is more closely matched to the strong progress they make in mathematics.
- Work is under way to pilot a 'learning diary' to better facilitate the transfer of information on a day-to-day basis between TLG and the referring school. This aims to strengthen further the partnership approach to planning for individual pupils' progression, and to ensure that they reach their full potential ready for their return to the main school.
- While the values of tolerance and respect are systematically reinforced in taught sessions, occasionally pupils do not consistently reflect leaders' expectations in their attitudes to others. When this happens, swift action is taken to deal with the issues. Leaders are exploring wider opportunities within the TLG organisation to strengthen further this aspect of the provision.

Governance

- The school's governance is overseen by the proprietorial body, known locally as the school board. The chair of the board is also the senior minister at the Frinton Free Church and supports the teaching of religious education in the school.
- Working closely together, the board reflects a wide range of important attributes and skills underpinning the team's effectiveness in holding leaders to account for the school's performance.
- The school board shares school leaders' commitment to securing high quality provision and pupils' rapid progression back into mainstream education.
- Members are kept well informed through regular reports from the headteacher, offering challenge and support in appropriate measures. Plans are in place to extend their engagement in the day-to-day life of the school, for example through planned visits to lessons.
- The school board takes its safeguarding responsibilities very seriously. It makes suitable checks in its meetings to ensure that any concerns are acted upon.

Safeguarding

- The arrangements for safeguarding are effective.
- Keeping pupils safe is a high priority across the school. Systems to ensure that any concerns raised are acted upon promptly are carefully organised. Records are well maintained and meet statutory requirements.
- Staff receive regular and up-to-date training so that they know how to respond to any concerns and what to look out for. For example, they can recognise the signs of abuse and neglect and understand the inherent dangers in gang cultures and county lines.
- All staff who responded to Ofsted's online staff survey said they strongly agreed that pupils are safe.
- Staff are vigilant and know their pupils exceptionally well. Frequent formal and informal discussions ensure that they report and share any concerns about individuals. They keep in regular contact with referring schools, parents and, as necessary, external agencies to

make sure that pupils stay safe.

- The school's curriculum makes pupils aware of issues that could influence their personal safety and well-being. They know who they can go to if they need to raise any concerns.

Quality of teaching, learning and assessment

Good

- The overall quality of teaching is good. Teaching staff develop excellent working relationships in their lessons and so help pupils to become more positive about their learning experiences. They represent good role models who are trusted by the pupils in their care.
- Effective systems are in place to track pupils' progress and to plan learning so that any gaps in their knowledge and skills are suitably targeted through new learning. New pupils settle into the provision quickly. Routine checks on their knowledge and skills at entry ensure that teachers have the information they need to help them get off to a good start.
- Individually negotiated programmes are designed to be relevant to the needs and interests of pupils, as well as to their age and stage.
- Careful planning and good teaching combine to help pupils overcome difficulties.
- Teachers probe pupils' understanding skilfully through targeted questions in lessons. Activities are carefully designed, with cross-curricular themes, to capture pupils' interest and to motivate them to learn. For example, designing a clothing range involved planning, costings, production, marketing and a launch event with a professional selling 'pitch' to the invited audience.
- Daily debriefing sessions support the sharing of information between staff and help teachers to plan any interventions needed or changes in approach.
- Pupils' work is marked in line with the school's marking policy. Feedback to pupils on how well they are doing is regular, as is the feedback to referring schools and parents.
- While lessons cover an appropriately broad range of subjects, there is a strong focus on ensuring that any gaps in pupils' mathematics and English knowledge and skills are closed.
- Although all pupils typically make good progress, the most able pupils do not always make the progress they could because they are not consistently moved on to the next stage in learning quickly enough.
- Some pupils are held back by limitations in their literacy skills and reading. This means that they are sometimes reluctant to write at length, or to be motivated to read for pleasure, as well as for classwork.
- New strategies are in place to stimulate interest in reading and to help those pupils in need of extra support. While these approaches are at a relatively early stage of implementation, there was a range of interesting creative writing displayed on classroom walls linked to Anthony Horowitz's 'horror' stories for children.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils' personal and social skills are evaluated as part of the routine initial assessments completed when they join the school. School records and observations during the inspection confirm that pupils often make significant gains in their self-confidence and so are motivated to do better.
- Universally, the parents spoken with and staff from referring schools were convinced about the changes in pupils' behaviour and attitudes, directly linking them to TLG's work.
- Pupils trust their teachers to look out for them. They can explain how they are supported to keep safe and say they know who they can speak with if they have a problem.
- The quality of personal relationships is the cornerstone of pupils' typically positive personal development while they are in the school.
- Regular checks and detailed tracking ensure that pupils' personal development, behaviour and attendance continue to improve over their time in the school.
- Pupils understand the rules about safe use of the internet and the dangers associated with the use of social media. For example, in one lesson observed, they were considering the issues associated with an individual's 'digital footprint'. In the plenary discussion, they were able to explain the potential long-term implications of any inappropriate information posted online, especially for future employment.
- The curriculum, culture and ethos of the school promote the importance of tolerance and respect. Fundamental British values are at the heart of day-to-day life in the school. However, senior leaders know that there is more work to do to ensure that pupils are consistently respectful of the full range of individual differences reflected in life in modern Britain.

Behaviour

- The behaviour of pupils is good.
- From the outset, the high expectations of senior leaders and staff are made clear. Through careful support and effective role modelling, adults help pupils to challenge unacceptable behaviour and to reflect on the consequences of their occasionally poor choices.
- Most pupils' attendance shows a marked improvement from their initial starting points.
- The school's behaviour policy is applied consistently by school staff. The focus on reinforcing and rewarding positive behaviours is popular and well understood. An online tracking system helps leaders to identify any patterns in pupils' behaviour so that any action required can be put in place.
- Most pupils get on with their work in an atmosphere of mutual respect and collaborative learning. The occasional incidence of low-level disruption is generally dealt with effectively through a quiet word or glance from the teacher.
- Although further intervention is sometimes necessary, carefully considered one-to-one

support, often from the headteacher, makes a positive difference to individual pupils' behaviour during their time in the school.

Outcomes for pupils

Good

- Typically, pupils achieve well from their different starting points. Last year, most pupils who joined were successfully reintegrated into their referring school.
- When they enter the school, pupils are usually working below the standard that might be expected for their age. This is often because of long-term disruption to their education, resulting from poor behaviour and attendance.
- Key stage 3 pupils make good progress towards appropriate entry-level qualifications in readiness for GCSE studies when they return to their mainstream school.
- Where appropriate, elements of work experience are successful, for example in using the on-site café to develop older pupils' employability skills.
- While pupils typically make good progress in mathematics, their progress in English and literacy is not as strong. Changes are being made, including additional staff training, to begin to redress this imbalance.

School details

Unique reference number	145162
DfE registration number	881/6070
Inspection number	10054013

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	6
Number of part-time pupils	6
Proprietor	Frinton Free Church
Chair	Reverend Mark Massey
Headteacher	Ben Pratt
Annual fees (day pupils)	£2,660 to £7,980
Telephone number	01255 679585
Website	www.tlgtendring.org.uk
Email address	tlgtendring@tlg.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- This is the first standard inspection of the school since it opened in September 2017.
- The school has a Christian ethos. The provision operates under partnership arrangements between Frinton Free Church and TLG. It has a registered capacity of 18 places for boys and girls aged between 11 and 16 years.
- Part-time, alternative education is offered for pupils who are at risk of being permanently excluded. All pupils, most of whom are currently at key stage 3, are dual-registered with the provider and their referring school.

- The TLG Tending provision is in specially adapted church buildings.
- Typically, pupils attend for two days each week, spending the rest of their time in school. TLG aims to reintegrate pupils into full-time mainstream education within a year.

Information about this inspection

- The inspector spoke with pupils and observed them learning in a range of subjects.
- The work of the school was discussed in meetings with the headteacher, a senior leader from TLG, the chair of the proprietorial body, volunteers and teachers.
- In pre-arranged telephone calls, the inspector spoke with staff from two of the referring schools and with two parents of current pupils.
- The evidence from a wide range of documentation was considered. This included leaders' evaluations of the school's performance, development plans, assessment information linked to pupils' attainment and progress, and attendance and behaviour logs.
- The school's policies, including those linked to health and safety and child protection, were looked at alongside relevant records covering routine checks and the recruitment of new staff.
- The inspector looked at four responses to the Ofsted survey for school staff. There were no responses to the Ofsted online questionnaire, Parent View.

Inspection team

Christine Dick, lead inspector

Her Majesty's Inspector

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