

TLG Bradford

The Light Centre, 86 Captain Street, Bradford, West Yorkshire BD1 4EL

Inspection dates

29–31 January 2019

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 headteacher and other leaders, particularly those who provide support from TLG The Education Charity, have high expectations of all pupils who attend, and staff who work at, the school. As a result, the good quality of education has been maintained since the previous inspection.
- The headteacher's accurate self-evaluation of the school's effectiveness, and the school development plan, are both providing a firm foundation so that the school improves further.
- The proprietor and the management committee consistently support and challenge leaders, so that pupils achieve well academically, socially, emotionally and morally.
- The headteacher, the proprietor and the management committee have ensured that all of the independent school standards are met.
- The curriculum on offer to pupils is balanced and interesting. Leaders ensure that pupils access a range of subjects and extra-curricular activities. This provides pupils with strong knowledge and understanding in a wide range of skills. This prepares them well for the next stage of their education journey.
- Pupils' personal development and welfare are good. They are confident. In the main, pupils treat each other, staff and visitors with respect.
- The quality of teaching, learning and assessment is good. Teaching is structured well and meets pupils' individual, complex needs. As a result, pupils achieve well, from well below average starting points. At times, teachers' questioning does not encourage pupils to extend or think deeply about an idea or concept.
- Pupils' reading skills develop well during their time at the school, in particular pupils' understanding of subject-specific vocabulary. However, some pupils' written literacy is not wholly developed, particularly with regard to accuracy in spelling, punctuation and grammar.
- Pupils access appropriate advice, guidance and support about their future aspirations, although some pupils are not explicitly aware of the choices they can make as to the routes available to them.
- Pupils' behaviour is good, and they typically behave well and with enthusiasm. They attend school regularly, despite some challenging circumstances they face.

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 and learning to secure consistently high-quality teaching and outcomes for pupils during their time at the school, by:
 - leaders and teachers continuing to access professional development opportunities and the sharing of good practice, so that the quality of teaching and pupils' learning in all subjects is as good as the best in the school
 - using teachers' skills in questioning to encourage pupils to think deeply about ideas or concepts, both in writing and verbally
 - improving pupils' literacy development, by giving them regular opportunities to write at length for different purposes, paying close attention to pupils' accuracy in spelling, punctuation and grammar.
- Improve pupils' personal development, behaviour and welfare, by ensuring that:
 - through the careers advice and guidance programme in place, pupils are explicitly aware and more mindful of the choices they can make to meet their future aspirations and choices
 - high standards of behaviour continue to be maintained by all pupils, particularly through encouraging pupils to consistently take pride in the presentation of their work.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the previous inspection, the proprietor, management committee and other leaders have ensured that all of the independent school standards have been consistently met.
- The headteacher and other leaders who are part of TLG The Education Charity have high expectations of both staff and pupils. As a result of positive and purposeful relationships, pupils' rates of progress in a variety of subjects are strong. Equally, the positive ethos of the school enables pupils to make solid gains in their personal, social and emotional development.
- The headteacher is calm and measured. This is very much helping the school's improvement journey. The headteacher is extremely well supported by staff at the school and within the TLG group. There is a team ethos and, as a result, individual pupils' needs are increasingly being met. Together, they truly believe in and promote the motto of 'transforming lives for good'.
- Leaders' accurate and reflective self-evaluation fosters consistency and improvement effectively. Leaders, the management committee and staff have a clear understanding of what they need to do to build on existing strengths in the school so that standards improve further.
- Leaders' honest self-evaluation is complemented by a thorough school development plan. The document details appropriate actions, timescales and monitoring activities, so that leaders can reflect on and refine their actions where necessary. For example, opportunities to plan together have provided staff with time to discuss and share good practice in teaching, and share strategies to enable some vulnerable pupils to excel.
- Leaders have implemented a systematic approach to monitoring the quality of teaching and learning. Regular checks provide leaders with up-to-date information that they use well to contribute to school self-evaluation. Such checks have also provided leaders with information so that appropriate professional development opportunities can be offered to staff, for example through external support to provide enhanced subject knowledge in English. As a result, staff expectations of what pupils can achieve are consistently high. Therefore, the quality of teaching continues to improve.
- Pupils benefit from a curriculum that is balanced and interesting. The curriculum encourages pupils to develop their personal and social skills and to work together responsibly. It provides various opportunities so that pupils' reading and numeracy skills develop. Pupils access suitably planned extra-curricular activities. These foster pupils' academic, physical and emotional development well. For example, trips to a local World Heritage site to explore the industrial history of Saltaire enhanced pupils' historical and geographical knowledge and understanding.
- Pupils' skills development through the curriculum is complemented further by an ethos where pupils are encouraged to develop and apply their speaking, listening, moral and cultural skills and understanding. For example, pupils' moral understanding about current issues, such as politics, is developed well. They are encouraged to share ideas and demonstrate their understanding of different views and values in different political parties and society as a whole. This provides pupils with a strong foundation, so that they can be

successful when they return to mainstream school full time, and to be citizens in modern Britain.

Governance

- The proprietor and the management committee work extremely well together. They are very much committed to, and have a steely determination to support, vulnerable young people.
- The management committee is very skilled and provides a high level of challenge and support to the headteacher. This is ensuring that standards continue to improve at the school. For example, through routine meetings and checks, members of the management committee ensure that the independent school standards are consistently being met, particularly when it comes to pupils' health, welfare and safeguarding.
- The management committee has a clear understanding of its roles and responsibilities. Its members take such responsibilities very seriously. They support and challenge the headteacher appropriately, so that pupils gain the best possible experience they can during their time at the school.
- Leaders and managers at all levels have a clear vision for the school. This permeates the work of leaders and school staff. Together, they ensure that pupils gain a good quality of education and that the school provides pupils with a network of support and guidance, so they can develop the characteristics necessary to be responsible young citizens and access full-time education. In the main, they have been wholly successful in doing so.

Safeguarding

- The arrangements for safeguarding are effective.
- The headteacher, management committee, other leaders and staff ensure that safeguarding in policy and practice go hand in hand. All safeguarding policies are up to date and appropriate. Systems and procedures in place are thorough and very effective. As a result, staff have a precise and insightful understanding of individual pupils' needs and vulnerabilities. They use this well to nurture and develop pupils' academic, personal, social, moral and emotional skills.
- Effective systems in place enable staff to act in a timely manner when a concern arises, or a referral is necessary. Consequently, concerns are dealt with swiftly and effectively, so that staff can mitigate the risk of pupils being harmed. For example, active links with external agencies, such as partner secondary schools in the area, the police and social care services provide leaders and staff with a valuable point of contact should an issue or concern arise.
- Staff training is regular and appropriate. This has provided staff with the knowledge and skills they require to work with pupils who have wide-ranging, complex needs. Staff discussions around safeguarding demonstrate a strong understanding of individual pupils' barriers. Staff proactively use this understanding to ensure that pupils are engaged, interested and supported effectively in their learning.
- The school's single central record meets the independent school requirements. Vetting arrangements are very effective and thorough, so that all appropriate checks are made before any staff begin to work at the school.

Quality of teaching, learning and assessment

Good

- The quality of teaching overall is good. It continues to improve because of leaders' systematic checks and staff's willingness to improve and engage in professional development opportunities and the sharing of good practice. Teachers' commitment is evident as they work well together to ensure that teaching is strong across all subjects.
- In the main, teachers structure and plan learning well because of detailed long- and medium-term plans. This gives pupils opportunities to practise, develop and apply their skills across a range of subjects. For example, in mathematics, pupils acquire a sound understanding of rounding and estimating because planned activities incrementally allow pupils to apply their skills.
- Teachers' planning is increasingly meeting the needs of individual pupils. For example, well-planned activities in personal, social, health and economic education give pupils the opportunity to practise their communication skills and develop morally by planning and creating their own policy with appropriate values.
- Teachers increasingly check pupils' prior learning. Teachers build on what pupils already know. For example, in history, pupils benefit from extending what they had previously learned about slavery. This led into a sequence of well-planned activities to develop pupils' knowledge about William Wilberforce's role in abolishing slavery.
- Teachers' planning skills are complemented by well-thought deployment of staff. This allows staff to check pupils' understanding and tackle any misunderstandings they have quickly. While questioning, in the main, is used well, there are times when questioning does not require pupils to extend their ideas or think deeply.
- Teachers' secure subject knowledge allows them to check pupils' understanding regularly, so that learning does not leave them behind. Any gaps in knowledge or understanding are addressed swiftly. For example, in music, pupils benefit from having their understanding checked frequently, so that they can practise playing the guitar at a pace that suits their individual needs.
- Teachers encourage pupils to be resilient and learn from their mistakes. As a result, most pupils are committed to working hard and improving their knowledge, understanding and skills in a wide range of subjects. This is enabling them to become keen learners and to make gains in their learning. This is particularly noteworthy considering pupils' high levels of disengagement when they begin at the school.
- Pupils' vocabulary and understanding of subject-specific words are developing and consolidating well over time. Regular opportunities for pupils to learn and apply subject-specific words are benefiting them and their communication skills. Nonetheless, there is still work to do so that pupils' written literacy is developed and consolidated, particularly when it comes to writing at length and using spelling, punctuation and grammar accurately and consistently in their work.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils, on the whole, demonstrate confidence when they engage in different activities with their peers, staff and visitors. They speak confidently and greet people politely and with respect.
- Pupils benefit from strong relationships with staff. This is an unequivocal strength of the school. Staff know the pupils and their individual barriers and needs exceptionally well. As a result, they provide pupils with regular and appropriate support, advice and guidance, all of which is having a positive effect on pupils' personal development and welfare.
- Bullying is rare. The clear message that bullying is wrong is an intrinsic part of the school's ethos and values. Pupils understand that there are consequences to their actions and that it is not nice or right to pick on someone. Leaders and staff foster a clear message of tolerance that pupils respect and respond to appropriately.
- Pupils very much value the experience they receive at TLG Bradford. Pupils' positive attitudes are contributing to them making stronger gains in their learning and progress over time.
- Pupils feel safe and they behave safely. The curriculum provides pupils with an informed understanding about how to stay safe, for example, when using social media and about the risks associated with using different social media applications. Curriculum plans provide pupils with opportunities to learn about different faiths, beliefs and values in society.
- Pupils access various different careers events and receive appropriate, impartial information, advice and guidance. While pupils can speak about their future aspirations, they are not as confident when it comes to articulating how they can reach them and the most appropriate routes available to them.

Behaviour

- The behaviour of pupils is good.
- Pupils are typically engaged in their learning and want to do well. They show high levels of enthusiasm and enjoyment the vast majority of the time. Pupils conduct themselves well during breaktime, lunchtime and other social times.
- It is evident that pupils' needs are taken into account as their actions show marked improvement to those demonstrated in previous establishments. This is because boundaries are clear, and staff use the behaviour policy well to reinforce standards and expectations.
- Pupils spoken to during the inspection speak highly of staff and they believe staff care for them and their welfare. Pupils are unequivocal that staff are approachable, support them and will offer them the right advice if they are worried about anything.
- Pupils attend school regularly and no pupil is disadvantaged because of low attendance, despite some challenging circumstances they face. A raft of appropriate and effective strategies is in place, so that every pupil attends as regularly as they should. For example, daily contact with parents and carers ensures that pupils know how important it is to attend regularly. Actions initiated by leaders are contributing to individual pupils' improved levels of attendance.
- Fixed-term exclusions of pupils from the school are significantly below average. As a result of high expectations and a clear and concise behaviour policy, any incidents of poor

behaviour are dealt with swiftly and effectively.

- Pupils know that expectations are high in the school and they know what is expected of them. Occasionally, a substantial minority of pupils do not conform to these high expectations. However, they are dealt with calmly, swiftly and with dignity by staff. As a result, pupils re-engage in their learning and acknowledge the poor choices they sometimes make, responsibly and maturely.
- Pupils take pride in most of the work they complete, although on occasion, some pupils' presentation is not of as high a standard as it could be.

Outcomes for pupils

Good

- Outcomes for pupils are good. From lower than average starting points expected for pupils of their age, current pupils are making strong gains in the subjects they study, particularly in mathematics.
- In mathematics, pupils' understanding of the main mathematical concepts is securely developing because of well-planned opportunities for them to practise and apply their skills. In most instances, pupils are encouraged to justify their answers and solve problems for themselves. For example, when finding the mean value, pupils could justify their answer and show their working. However, as previously stated, pupils are not consistently expected to extend their ideas or think deeply across all subjects.
- Pupils' reading skills develop well. Pupils benefit from regular opportunities to read different fiction and non-fiction texts. This enhances the vocabulary pupils use and their understanding of certain, including unusual, words in a given context. As a result, pupils can use subject-specific vocabulary in both their written and verbal responses, particularly in music, humanities and science. As a result, pupils are making solid ground towards reaching their chronological reading ages.
- Pupils are enthused by the practical subjects they can choose. As a result, pupils are developing their skills and understanding and consolidating their knowledge. For example, pupils enjoy learning about how to play the guitar in music and practising their musical skills. Such enthusiasm is evident as pupils use subject-specific vocabulary to discuss a particular note they have played.
- A substantial minority of pupils with special educational needs and/or disabilities (SEND) are benefiting from teaching that is good. Staff ensure that support is tailored and bespoke to meet individuals' needs. As a result, pupils with SEND are making strong gains in their learning and progress.
- Leaders' systems for checking that pupils make enough progress in the subjects they study are very effective. These demonstrate leaders' high aspirations for pupils as they map out their potential capabilities, alongside the knowledge, understanding and skills they have acquired during their time at the school.
- The vast majority of pupils are successful in completing their programme of study at TLG Bradford and therefore return to their original school, or make the transition to their key stage 4 programme of study.

School details

Unique reference number	134427
DfE registration number	380/6118
Inspection number	10061263

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	Mr Lindon Craven
Headteacher	Mr Andrew Moughtin
Annual fees (day pupils)	£2,376 to £15,050
Telephone number	01274 737862
Website	www.tlgbradford.org.uk
Email address	tlgbradford@tlg.org.uk
Date of previous inspection	22–24 March 2016

Information about this school

- TLG Bradford is one of a number of independent schools run by TLG The Education Charity, a Christian charity. The school has a Christian ethos.
- The school provides a full- or part-time education placement for boys and girls between the ages of 11 and 16 years. It specialises in key stage 3 provision. The school is registered for up to 20 pupils. The school does not use alternative education providers.
- Pupils tend to be placed at TLG Bradford after being referred from local secondary schools. A number of pupils arrive at the school disengaged and uninterested, with a range of social and emotional issues.

- A substantial minority of pupils arrive at the school with a particular special educational need and/or disability.
- The school aims to prepare pupils for reintegration back into the referring secondary school, or supports transition to another key stage 4 provider.
- The school was first registered in September 2003. The school was last inspected in March 2016.
- The school's building has changed since the previous inspection and the inspector examined the appropriate documentation received from the Department for Education (DfE) in connection with this. There is currently an application with the DfE for the proprietor's name to be changed.

Information about this inspection

- The inspection was carried out over two and a half days by one of Her Majesty's Inspectors.
- The inspector held meetings with the headteacher, various staff, the proprietor and the management committee. The inspector also met with various leaders representing TLG The Education Charity. He also spoke to various pupils, both formally and informally, during the inspection.
- All views expressed by staff, parents and pupils were examined and taken into account. The inspector also had a telephone conversation with a senior member of staff from a local school who has referred pupils to TLG Bradford.
- The inspector considered a wide range of work in current pupils' books, in a range of subjects, and of every pupil currently on roll at the school. The inspector examined and discussed with the headteacher the information available regarding current pupils' assessment information.
- The inspector observed learning in a range of subjects and also observed and considered pupils' behaviour and attitudes throughout the school day, including at breaktimes.
- The inspector toured the building both inside and outside, to ensure that the relevant independent school standards were met, and that pupils' welfare is taken into account.
- The inspector examined and evaluated school documentation provided, including a range of policies required as part of the independent school standards. Documents relating to safeguarding and pupils' behaviour, welfare and attendance, as well as health and safety documents, were also scrutinised.

Inspection team

Darren Stewart, lead inspector

Her Majesty's Inspector

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