

Tabernacle School

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

Inspection dates

11 to 13 June 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
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Trustees, the principal and the vice-principal, have created a nurturing and creative learning environment where aspirations are high and pupils make good progress.
- The curriculum is designed to provide 'education for living' within a Christian ethos. Pupils learn to respect each other's beliefs, religions and lifestyles so that they are well prepared for life in modern Britain. Leaders continue to adapt the curriculum to meet pupils' diverse learning needs.
- Leaders proactively cultivate pupils' social, moral, spiritual and cultural development. As a result, pupils develop into responsible citizens.
- Teachers plan activities that encourage pupils to be inquisitive and curious learners who are able to articulate their ideas and thoughts.
- Leaders carefully track pupils' progress and intervene quickly should their progress stall.
- Pupils' behaviour is outstanding. They are eager and enthusiastic learners who show high levels of respect towards each other and staff. They routinely support each other to achieve well.
- Pupils who join the school mid-term, or with special educational needs and/or disabilities (SEND), make consistently good progress from their starting points. They quickly settle into school life and are well supported by their peers and school staff.
- Children in the early years are supported to make good gains in their learning, particularly in reading. However, the reading programme for older pupils lacks a systematic and shared approach.
- The pastor and the trustees have sharpened their focus on ensuring that the school provides a good standard of education and that safeguarding is effective.
- Administrative checks on the school's compliance with statutory guidance are not always timely.

Compliance with regulatory requirements

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

Full report

What does the school need to do to improve further?

- Leaders and trustees must ensure that:
 - there is a systematic approach to developing pupils' reading skills across all year groups
 - they develop the curriculum so that it further enhances and supports pupils' learning
 - they tighten administrative systems around checking that statutory requirements are adhered to.

Inspection judgements

Effectiveness of leadership and management

Good

- The proprietor and the principal are proud of the school's achievements and the academic, emotional and spiritual progress pupils make. The school has had a challenging history, with changes in premises over the years. Throughout, school leaders have been tenacious in keeping the school open and securing its future.
- Leaders have high aspirations for pupils and have created a small learning community where every child is known well. They are, therefore, able to cater for the whole child, quickly responding to individual needs. They say their approach to education is 'holistic'. Leaders believe that with 'good parenting, good teaching and good mentoring', all pupils will do well. All pupils make at least good progress from their starting points.
- Leaders promote the school's Christian ethos and believe in its focus on ensuring that pupils become responsible citizens in modern Britain. There is time for prayer, celebration and reflection. Pupils are taught about right and wrong, the rule of law and the importance of respecting everyone's beliefs and lifestyle choices. Pupils learn about different faiths, cultures and religions, and visit other places of worship, locally.
- Pupils support an international charity which provides safe homes for trafficked children. Pupils enjoy talking to local elderly residents and hold an annual Christmas tea where they sing carols to their guests. Particularly pertinent to the school is the support they offer to Grenfell victims, with many pupils regularly volunteering at Tabernacle Christian Centre for Grenfell.
- The curriculum is designed to provide 'education for living', and a wide range of subjects is taught. Pupils are particularly pleased with their achievements in music theory, learning to play an instrument, food preparation, and nutrition and swimming. Specialist teachers in music, French and physical education enhance the curriculum offer. Pupils are explicitly taught about 'leadership, organisation, resourcefulness and resilience, independence and initiative and communication' (LORIC). This enables them to build on what they know and learn new knowledge and skills.
- Leaders track the pupils' progress from their starting points and intercede quickly should their progress begin to stall. Class sizes are very small, so every pupil's learning style is known well, and teachers adapt their teaching accordingly.
- Leaders ensure that provision for pupils with SEND is supportive and enabling. Pupils are given appropriate support to settle into school life quickly, and their specific needs are addressed effectively.
- Leaders are keen to provide pupils with positive role models, taking them to conferences such as 'Your Future - Your Ambition' and 'Creative Futures'. They plan opportunities for pupils throughout the school to learn about different employment and study opportunities. In this way, they instil a sense of aspiration in every pupil.
- Parents are highly complementary about the school and its impact on their children. They believe that it has a profound impact on their child's academic achievement and personal well-being. One typically described their child as 'flourishing'.

Governance

- The pastor and trustees are highly committed to the school. Since the previous inspection, they have heightened their focus on holding school leaders and staff to account. Regular meetings, where staff inform them about pupils' progress and any associated issues, are now mapped into the school calendar. Trustees are clear about their roles and responsibilities to adhere to statutory guidelines and meet the independent school standards.
- Trustees are fully involved in the life of the school. One is a SEND consultant and oversees provision for SEND pupils at the school. Another teaches personal, social, health and economic (PSHE) education at the school. Therefore, they have a comprehensive understanding of the daily life of the school.

Safeguarding

- The arrangements for safeguarding are effective.
- The designated safeguarding lead (DSL) has attended relevant and up-to-date training, which they regularly share with other staff at the school. They are clear about some of the prevalent risks in the community, such as female genital mutilation, breast ironing and peer-on-peer abuse. Checks on the suitability of staff to work at the school are in line with current guidelines.
- Pupils are given a range of information on how they can stay safe. Visiting speakers, for example a recent visit by delegates from the National Society for the Prevention of Cruelty to Children (NSPCC), support pupils to know when situations might make them feel uncomfortable, and what to do about it. Pupils are given information on e-safety, road safety and other high-level risks in the wider community.
- Staff understand the need to report even the most minor concern so that comprehensive information is gathered on individual pupils. The DSL is quick to seek help from external agencies to support individual pupils and their families.

Quality of teaching, learning and assessment

Good

- Leaders have high expectations about the quality of teaching and learning. Teachers are expected to give clear guidance on what pupils are learning, and how their learning will be assessed. Pupils are encouraged to reflect on their work and make improvements where necessary. Work in pupils' books indicates that this is the case across all year groups and subjects.
- Pupils are encouraged to be inquisitive and curious learners, articulating their ideas and expressing their views. For instance, pupils in key stage 1 collected plants to draw and label. They talked knowledgeably about the functions of different parts of the plant.
- Mathematics mastery is taught throughout the primary phase. This ensures that pupils have regular opportunities to gain fluency in their application of mathematics across a range of contexts.
- Pupils in all year groups are genuinely interested in their learning. They regularly read a range of different texts and newspapers, discussing their views and exploring new ideas.

Pupils are consistently polite and highly articulate. They listen carefully to each other and respect each other's viewpoints.

- Younger pupils are supported well to learn to write. They are given appropriate stimuli to enable them to express their ideas in an accurate and clear way. Many pupils demonstrated an ability to write simple sentences fluently and clearly, with a growing bank of words at their disposal.
- Leaders have introduced a new system for assessing pupils' progress. Staff, pupils and parents are conversant with this information. Consequently, they can quickly intercede should a pupil's progress begin to cause concern. Parents receive comprehensive information at regular points throughout the year so that they can see how well their child is doing.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Leaders and staff consistently remind pupils of their self-worth and importance in the world. They have created a culture where everyone's beliefs and ideas are valued highly. Pupils spoke glowingly about their school motto of 'For I can do everything through Christ, who gives me strength'. This gives them confidence and the desire to work hard and do good for others.
- Pupils trust school staff and feel confident that their concerns will be listened to and acted on. They know how to stay safe in the wider community, and they talk knowledgeably about protecting themselves from poor influences and making inappropriate choices. They are clear about some of the prevalent dangers that could affect their lives, such as affiliation with local gangs and knife crime.
- The PSHE education programme ensures that pupils are able to discuss and find out about issues affecting them as they grow into adults. Pupils said that they value opportunities to talk about their worries. The school has invested in a confidential online system whereby pupils can raise any concerns they might have.
- Pupils show respect and tolerance towards each other, staff and the wider community. They were quick to explain the importance of respecting everyone's views and ideas, even if they are different from their own. They could cite all the different groups of people with protected characteristics, and they explained why it was important to show them God's love through their actions and deeds.
- Pupils are keen to help others. They raise funds for charities, offer companionship to elderly local residents and continue to support Grenfell Tower victims. They are proud of their work in this area.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils have high expectations of their own behaviour and conduct. They consistently behave in a mature and exemplary manner as they conduct themselves around the school.

- Pupils are highly supportive of each other. They show respect and tolerance, helping those new to the school quickly to adapt to the high expectations of their learning and conduct.
- Pupils are very proud of their school and what they can achieve. They enjoy school, attend regularly and demonstrate high degrees of perseverance when they encounter challenging work.
- Throughout the school day, there is a sense of joy in learning and life. Pupils are happy and settled in their school.

Outcomes for pupils

Good

- Pupils start at the school at different times. Some pupils arrive with significant gaps in their knowledge, understanding and skills. However, there is clear evidence in pupils' work that they make at least good progress over time, and some make even stronger progress.
- Pupils are given challenging tasks that require them to apply their prior learning in different contexts. This helps them to demonstrate the depth of their knowledge. It also enables them to acquire fluency in their mathematical skills, for example.
- A focus on ensuring pupils can express their ideas in writing means that many make strong gains in this area. Even those at the early stages of learning to write quickly develop competent writing skills.
- Pupils with SEND make strong progress from their starting points. They benefit from the calm learning environment, small groupings and individual support.
- A small cohort of pupils left the school in 2018, at the end of their secondary schooling. They achieved outcomes at least in line with their academic ability across a range of GCSE qualifications. Most progressed onto post-16 providers, and others are due to start in September 2019.
- Pupils in Year 1 are taught how to segment and blend phonics sounds in a systematic and effective way. They read books that match their understanding of phonemes and take these books home to practise reading more fluently. In lessons, they practise writing words that include these sounds, and they talk about the new words they encounter.
- Every day pupils hear stories, sing rhymes and songs, and they read texts together. Most pupils are articulate talkers and enjoy discussing their reading.
- Older pupils show a genuine interest in reading and are generally competent. While the school has a range of texts, there is no systematic reading programme. Consequently, pupils do not receive enough advice on how to extend their reading choices. Some pupils read books that are too easy or too hard for them.

Early years provision

Good

- The small early years provision is adapted to meet the specific needs of individual children in line with the statutory framework for the early years foundation stage. The early years leader has created a stimulating learning environment for reception children and key stage 1 pupils, who get taught together.

- As elsewhere in the school, there are high expectations of the conduct and attitudes of early years children. They mix well with older pupils during social times. They enjoy devotions, singing loudly and listening to the stories. They enjoy playing outside, practising their gross motor skills as they bowl, run or kick balls.
- In class, they are curious and inquisitive learners. They are encouraged to talk about their learning, ask questions and explain their ideas. They do so confidently and with expression, as their vocabulary grows.
- Early reading is taught in a systematic and effective way. Children quickly gain confidence in segmenting and blending sounds and use this to practise writing. They enjoy listening to stories and talking about books they have read. They regularly practise writing simple words that match their phonics understanding.
- Children are taught about staying safe, and they trust the adults who look after them. They understand the importance of being kind to each other and sharing.
- Children in the early years make good progress from their starting points.

School details

Unique reference number	131778
DfE registration number	207/6396
Inspection number	10092438

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	21
Number of part-time pupils	0
Proprietor	Tabernacle Christian Centre Trust
Chair	Derrick Wilson
Headteacher	Paulette Wilson
Annual fees (day pupils)	£6,500 to £9,500
Telephone number	020 7602 6232
Website	www.tabernacleschool.co.uk
Email address	admin@tabernacleschool.co.uk
Date of previous inspection	17 to 19 October 2017

Information about this school

- The Tabernacle School is an independent Christian day school for pupils aged between 3 and 18. It is affiliated to the Tabernacle Christian Centre church. It is located in a Grade Two listed Victorian building in Holland Park.
- The school was registered in March 1999 to educate 60 pupils. At the time of the previous inspection, there were 32 pupils on roll. There are no children in the nursery, and none in key stage 4 or post 16.
- There are a small number of children in the early years foundation stage.
- Ofsted last inspected the school in October 2017, when leadership and management were

judged to require improvement. This related to some unmet independent school standards. The school produced an action plan, which was deemed acceptable in March 2018.

- A small number of pupils have a statement of special educational needs or an education, health and care plan.
- No pupil attends alternative provision.

Information about this inspection

- The inspector held discussions with the principal and vice-principal about the context of the school.
- They undertook a site walk to ascertain the suitability of the premises, and whether safeguarding arrangements are effective.
- The inspector spoke to parents. They took into account the nine responses to Ofsted's online Parent View, the seven responses to the staff survey and the six responses to the pupils' survey.
- The inspector scrutinised a wide range of documentation, including curriculum plans, minutes of trustees' meetings, risk assessments and school policies.
- The inspector spoke to staff and pupils. They looked at pupils' work and the progress they had made since starting at the school.
- The inspector spoke to the trustees and the pastor about the ethos and context of the school.
- The inspector reviewed safeguarding records, policies and procedures, and she checked the school's procedures for ensuring the safe recruitment of staff.

Inspection team

Helen Matthews, lead inspector

Her Majesty's Inspector

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