

Tram House School

520 Garratt Lane, Earlsfield, London, SW17 0NY

Inspection dates

11 August 2020

Overall outcome

The school is likely to meet the relevant independent school standards if the material change is implemented

Main inspection findings

Part 1. Quality of education provided

All Paragraphs

- Leaders have a clear vision and demonstrate ambition to provide high-quality education for pupils. The school's written curriculum policy is detailed and appropriate for the age range being proposed. Suitable schemes of work for each subject and area of learning are in place. Staff plan personalised, individual learning targets to ensure that pupils acquire early literacy and numeracy knowledge and skills systematically.
- Staff assess pupils' achievement on entry to the school and plan work precisely to meet their needs. Pupils receive personal attention to support their behaviour, personal development and attitudes to learning. Pupils in the proposed age range are currently being taught in Park House School by staff that work across both sites. Teachers have the relevant subject knowledge and expertise to be able to teach the age range proposed effectively.
- The timetable is designed to ensure that there is a taught programme of personal, social, health and economic (PHSE) education which includes the provision for key stage 3. This is a wide-ranging programme which includes aspects of human and social education, learning about life in modern Britain and religious education. It also teaches pupils about equality and diversity and how to keep themselves safe.
- Staff provide impartial careers guidance to support pupils effectively, to enable them to move on to college, or work-based employment or training. Pupils in key stage 4 benefit from work experience opportunities so that they are introduced to the world of work. Very few leave the school without a secure and appropriate placement in further education or employment. A suitable programme is already in place for key stage 3 pupils, currently being implemented for pupils of this age range in Park House School.
- The school's assessment framework is used across all key stages consistently. Staff use information about pupils' academic and personal achievements to plan precise next steps of learning. Leaders have developed a framework to assess and track

pupils' independence skills. This has been implemented successfully across the school and extended to younger pupils. Pupils in the proposed age range are likely to benefit from individual teaching when required and learn to cooperate and respect each other.

- The school has invested in a wide range of resources to support pupils' learning. This includes a gym, a life skills suite, a library and facilities for arts and science. Many pupils have their own personal communication devices, such as tablets. Pupils in the proposed age range are likely to benefit from accessing these specialist facilities and resources.
- All the standards in Part 1 are likely to continue to be met if the material change is implemented.

Part 2. Spiritual, moral, social and cultural development of pupils

All Paragraphs

- Leaders promote pupils' spiritual, moral, social and cultural (SMSC) development sensitively and thoroughly. They are aware of the likely vulnerabilities that pupils may have, particularly since many have complex needs.
- Staff ensure that pupils develop respect for others, including those with protected characteristics, as set out in the 2010 Equalities Act. Pupils learn about healthy living and benefit from participating in a range of outdoor activities such as rock climbing and orienteering. The school's planned values-based curriculum supports pupils across the age range to develop the skills they need to lead successful lives. This includes the key stage 3 pupils in Park House School that the school hopes to transfer across to Tram House School in January 2021.
- The PSHE education programme includes visits to local faith centres and businesses, together with opportunities for pupils to engage in sport and cookery. Pupils have the opportunity to develop their self-knowledge, character and confidence, and to distinguish between right and wrong. These opportunities will be extended to pupils in the proposed age range.
- All the standards in Part 2 are likely to continue to be met if the material change is implemented.

Part 3. Welfare, health and safety of pupils

Paragraph 7, 7(a), 7(b)

- The safeguarding policy provides clear guidance on the roles and responsibilities of all staff, including the designated leaders of safeguarding. Appropriate contact details are provided for external agencies and other partners who support the school's safeguarding work. Additional timely adjustments have been made to safeguarding procedures to take into account the implications of COVID-19 (coronavirus), in line with government guidance. The safeguarding policy is available to parents and carers on the school's website.
- Staff share any safeguarding concerns that they may have, and leaders record their response to the concerns raised to ensure that there is an audit trail of the actions

taken to protect pupils. Leaders work closely with external professionals, parents, carers and social workers to keep pupils safe.

- The school is likely to meet the relevant standards in this part if the proposed material change is implemented.

Part 8. Quality of leadership in and management of schools

All Paragraphs

- Leaders have ensured that the independent school standards in scope for this inspection remain met. They are committed to providing high-quality education for each pupil and propose to implement the change in January 2021. They are mindful that any changes to age range do not have an adverse impact on pupils currently at the school.
- Leaders have a strong grip on all matters relating to safeguarding. This remains a priority for the school.
- Staff in Tram House School work collaboratively with their counterparts in Park House School, for example to plan the curriculum. Leaders are open to staff visiting other settings, both maintained and independent, to learn from good practice in other local schools.
- Leadership of the quality of education is strong. The quality of teaching and learning is monitored, and outcomes are evaluated frequently. The school has the capacity to support the proposed change to the age range.
- School leaders have ensured that all the standards in this part are likely to be met if the proposed material change is implemented.

Compliance with regulatory requirements

The school is likely to meet the requirements of the schedule to the Education (Independent School Standards) Regulations 2014 ('the independent school standards') and associated requirements that are relevant to the material change.

School details

Unique reference number	145164
DfE registration number	212/6003
Inspection number	10155491

This inspection was carried out under section 162(4) of the Education Act 2002, the purpose of which is to advise the Secretary of State for Education about the school's likely compliance with the independent school standards relevant to the material change that the school has applied to make.

Type of school	Day special school for pupils with autism
School status	Independent school
Proprietor	BeyondAutism
Chair	Karen Sorab
Executive Headteacher	Mr Kieran Bird
Annual fees (day pupils)	£67,310
Telephone number	02030319707
Website	www.beyondautismschools.org.uk
Email address	tramhouseschool@beyondautism.org.uk
Date of previous standard inspection	10–12 July 2018

Pupils

	School's current position	School's proposal	Inspector's recommendation
Age range of pupils	14 to 19	11 to 19	11 to 19
Number of pupils on the school roll	44	50	50

Pupils

	School's current position	School's proposal
Gender of pupils	Mixed	Mixed

Number of full-time pupils of compulsory school age	44	50
Number of part-time pupils	0	0
Number of pupils with special educational needs and/or disabilities	44	50
Of which, number of pupils with an education, health and care plan	44	50
Of which, number of pupils paid for by a local authority with an education, health and care plan	44	50

Staff

	School's current position	School's proposal
Number of full-time equivalent teaching staff	60	60
Number of part-time teaching staff	0	0
Number of staff in the welfare provision	n/a	n/a

Information about this school

- Tram House School is an independent special school in the London Borough of Wandsworth.
- All pupils have a diagnosis of autism and have a wide range of associated difficulties.
- All pupils have education, health and care plans.
- Pupils are placed in the school by a wide range of local authorities.
- The school opened in September 2017 and relocated to its new premises in January 2018.

- The school is part of the charity BeyondAutism, which is overseen by a board of trustees.
- The organisation is led by a chief executive officer. The governance of the school is delegated to a governing body, which also governs Park House School.
- The school does not make use of any alternative provision.
- The school was judged outstanding in its first standard inspection in July 2018.

Information about this inspection

- The inspection was commissioned by the Department for Education (DfE) during the COVID-19 pandemic of 2020. All of the inspection activities were conducted remotely. This was to ensure that the inspection was conducted in accordance with the most recent government guidance related to COVID-19.
- The DfE commissioned this material change inspection in response to the school's request to extend its age range from 14 to 19 to 11 to 19. The school does not intend to increase the permitted number of pupils on roll.
- The commission requested that Ofsted consider all of the standards in Parts 1, 2 and 8, and the safeguarding policy in Part 3 of the independent school standards.
- The inspector held discussions with the executive headteacher about the evidence submitted to support the standards relevant to the material change.
- School policies and documentation related to the curriculum, SMSC, teaching, assessment and safeguarding were evaluated, in order to check whether the school is likely to comply with the relevant independent school standards.

Inspection team

Nasim Butt, lead inspector

Her Majesty's Inspector

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