

# Inspection of TLG West London

Tasso Baptist Church, Greyhound Road, Hammersmith W6 8NS

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Inspection dates: 10 to 13 May 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

Does the school meet the independent school standards? **Yes**

## **What is it like to attend this school?**

Pupils are safe and happy here. Leaders have high expectations for pupils. Staff use established routines to help pupils to focus on their learning. They support pupils to consider the impact of their behaviour on those around them. The personal development curriculum helps pupils to grow in confidence and self-esteem. Pupils feel nurtured and valued as a result.

Leaders have ensured the curriculum meets the needs of all pupils, including those with special educational needs and/or disabilities (SEND). English, mathematics and reading are the centrepieces of the curriculum. The school helps pupils to reintegrate back into mainstream school or move on to their next steps in education.

Leaders encourage pupils to recognise the values of respect, care, love, acceptance and belonging. Pupils are taught about the importance of respecting the views of others and about different cultures and religions. Pupils behave well in class and at breaktimes and lunchtimes. They are polite and courteous. Staff help pupils learn how to manage their emotions in the face of challenges. Incidents of bullying are rare and quickly dealt with by staff.

## **What does the school do well and what does it need to do better?**

Leaders have taken pupils' most pressing needs into account. When pupils join the school, leaders identify where there are gaps in their literacy and numeracy. They provide tailored daily English, mathematics and reading lessons.

In English, pupils work through a well-structured curriculum around chosen books. The themes in these books form the basis for learning in other subjects. For example, while pupils read 'Sherlock Holmes' stories in English, they learn about life in Victorian Britain in history.

The choices of English books also support the school's personal development curriculum. For example, pupils learn about poverty, prejudice and stereotypes through studying the play 'Our Day Out'. However, the books chosen for study in English are not well matched to the reading ages of some pupils. They are too easy for some of the pupils in the class. Pupils are not studying a wide range of authors.

Teachers use assessment well in class to check what pupils know and can remember, and address any misconceptions. They prepare lessons that give pupils time to practise what they have learned. This helps pupils to remember key content and ideas.

Pupils have positive attitudes to learning so that curriculum teaching is rarely interrupted. They are keen to improve and make progress. Teachers' consistent routines help pupils to behave sensibly. At times, pupils find it hard to stay focused in lessons and distract others from their learning. Should the behaviour of pupils fall below their expectations, staff are quick to get pupils back on track. They show

approval for pupils' appropriate behaviour with praise and rewards, and by telephoning home to inform parents and carers.

Helping pupils learn to take responsibility for their behaviour is a key focus of the school's curriculum. The school encourages pupils to understand the consequences of their behaviour. The school's personal development curriculum teaches pupils to be resilient, confident learners who try hard, even when they struggle.

Leaders ensure that all staff have a full picture of the needs of pupils with SEND who join the school. They provide training on how to meet the needs of these pupils. Leaders prioritise the building of pupils' reading fluency. Pupils read every day. They regularly read aloud. There is a sharp focus on developing pupils' vocabulary and grammar in all lessons.

Pupils enjoy taking part in extra-curricular activities. Leaders recognise the importance of these opportunities to pupils. Within the school's timetable, they plan activities for pupils, including baking, sculpting and playing board games. Pupils also have the offer of a residential trip to Wales. However, pupils are not given opportunities to develop their wider interests and talents.

Pupils are informed about different careers and qualifications. Visiting speakers tell them about different types of jobs and professions. Pupils in Year 11 receive guidance to help them to make choices about their next steps in education, employment or training. Leaders are aspirational for pupils in the school. While at the school, pupils follow courses that lead to functional skills qualifications.

Leaders have a clear vision for the school and have the support of the staff. Staff feel well supported by leaders and appreciate the time made available for training. Staff feel well supported by leaders to manage their workload. Leaders communicate well with parents. Staff, pupils and their parents value the strong sense of family within the school community.

Trustees have ensured that all the independent school standards and schedule 10 of the Equality Act 2010 are met in the school's new premises. Leaders' record-keeping is detailed. They work effectively with trust employees to maintain the school's new premises and make sure risk assessments and health and safety checks meet requirements.

Leaders were made aware at the start of the inspection that the facilities used by pupils to change and shower for physical education lessons were not suitable. Leaders were able to make changes to these facilities so that this standard was met during the inspection.

## **Safeguarding**

The arrangements for safeguarding are effective.

The school has a deeply embedded culture of safeguarding that is at the heart of everything it does. All staff are acutely aware of the additional vulnerabilities faced by the pupils they are responsible for. They are sensitive to pupils' ongoing needs and alert to any signs that pupils may be at risk. Leaders work closely with outside agencies that provide vulnerable pupils and their families with timely and effective support. The school's safeguarding policy is published on the school's website.

Leaders ensure that the procedures for the safe recruitment of staff are secure. The school requires new staff to complete a two-week induction period. During this time, they receive bespoke training on how to support vulnerable pupils in the classroom.

The school helps pupils to learn about behaviour that may put them at increased risk of harm. This includes learning about how to stay safe online. Pupils trust staff to help them. They feel confident that staff have their best interests at heart.

### **What does the school need to do to improve? (Information for the school and proprietor)**

- The range of texts for pupils to read do not match the ambition of the national curriculum. This means that pupils are not gaining the full cultural capital they need to succeed. Leaders should ensure that the curriculum for English includes a wider and more ambitious range of texts.
- Opportunities for pupils to engage in extra-curricular activities do not encourage pupils to develop their talents and interests. Leaders should ensure they support pupils' wider development through a range of enrichment opportunities.

### **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the provider and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## School details

<b>Unique reference number</b>	136504
<b>DfE registration number</b>	205/6405
<b>Local authority</b>	Hammersmith & Fulham
<b>Inspection number</b>	10214694
<b>Type of school</b>	Other independent school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	5
<b>Number of part-time pupils</b>	None
<b>Proprietor</b>	Scott Halligan
<b>Headteacher</b>	Linda Ughere
<b>Annual fees (day pupils)</b>	From £122 per day
<b>Telephone number</b>	020 3393 0969
<b>Website</b>	<a href="http://www.tlgwestlondon.org.uk">www.tlgwestlondon.org.uk</a>
<b>Email address</b>	<a href="mailto:tlgwestlondon@tlg.org.uk">tlgwestlondon@tlg.org.uk</a>
<b>Date of previous inspection</b>	20 to 22 March 2018

## Information about this school

- TLG West London operates as an alternative provision education provider for pupils with behavioural, emotional or social difficulties.
- The school has a Christian ethos. It is run by a children's charity, Transforming Lives for Good, which manages 11 schools nationally.
- This was the school's fourth standard inspection. The school was last inspected in 2018 and was judged to be good.
- The school is registered to admit up to 18 pupils aged 11 to 16. Most pupils continue to be jointly registered with the school which they originally attended.
- The school is open to pupils on site for four days a week. It provides remote education online for one day a week.
- Since the previous inspection, the school has appointed a new headteacher.
- The school moved to new premises in September 2021. This material change was reviewed as part of this inspection.
- The school uses no alternative provision.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical-education qualifications and apprenticeships.

## Information about this inspection

Inspectors carried out this inspection under section 109(1) and (2) of the Education and Skills Act 2008. The purpose of the inspection is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

The school meets the independent school standards. These are the requirements set out in the schedule to the Education (Independent School Standards) Regulations 2014.

This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school leaders and have taken that into account in their evaluation.

- The inspector met with school leaders, including the headteacher, the proprietor, and wider leadership and development staff within the organisation.
- The inspector completed deep dives in English, mathematics and personal, social, health and economic education. She met with staff, visited lessons, spoke to pupils about their learning and looked at pupils' work.
- The inspector reviewed a range of documents, including records of safeguarding, attendance and behaviour, and school improvement documents.

- The views of staff were gathered through discussions and the Ofsted online staff survey. The inspector also considered the views of parents through their responses to the online survey, Ofsted Parent View. They spoke to pupils and considered their responses to Ofsted's online pupil survey.

### **The school's proposed change to its premises**

The school has applied to the Department for Education (DfE) to make a 'material change' to its registration. At the DfE's request, we checked whether the school meets the relevant independent school standards if the DfE decides to approve the change. This part of the inspection was carried out under section 162(4) of the Education act 2002.

- The outcome of this part of the inspection is: **the school meets the independent school standards relevant to the material change. The material change has already been implemented.**
- The inspector considered the suitability of the new premises for the school. They conducted a premises check and looked at documentation and policies to check compliance with the independent school standards.

### **Inspection team**

Annabel Davies, lead inspector

Her Majesty's Inspector

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