

Inspection of Tlg Nottingham

Arnold Rd Evangelical Church, Arnold Rd, Bestwood Park, Nottingham,
Nottinghamshire NG5 5HN

Inspection dates: 5 to 7 July 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	Yes
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What is it like to attend this school?

All pupils feel welcome at this school. Some say that they were anxious before they started but staff help them to feel at home. Pupils like familiar routines such as sitting round the table at mealtimes and talking. They enjoy the games that they play with staff outside at lunchtime.

Pupils say that 'it's fun, but you still have to work here'. When pupils arrive at the school, they typically have gaps in their knowledge. Staff are determined to fill these. They want pupils to be as ready as possible for the next stage of their learning.

Leaders spot when there are patterns of poor behaviour. They take the right action to sort this out. All pupils know that prejudiced name-calling is wrong. Pupils trust staff. They say that they would be able to tell a member of staff if they were being bullied.

There are warm and supportive relationships between staff and pupils. Pupils feel listened to. They say that staff help them to make better choices and learn more. Parents value these changes. Comments such as 'I have noticed a significant improvement in my child's mood and behaviour' are typical.

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

All staff want to help pupils to change their lives for the better. Staff get to know pupils quickly. They spot what pupils find difficult straight away. Staff work closely with parents and other settings to make sure that they focus on what is going to help the pupil most.

Pupils' personal development is at the heart of the curriculum. Pupils learn that they have choices. They learn to value themselves and make better decisions. Staff teach pupils what healthy relationships look like. Pupils can explain what coercion is. They learn how images on social media can be distorted. Staff select the texts that pupils read with care. Well-planned questions help pupils to challenge their own opinions. They begin to identify when they are not well informed.

Pupils find explaining how they feel difficult. Staff have introduced a new approach to help pupils recognise different emotions. This approach is at an early stage of implementation. Some pupils say that it is beginning to make a difference. Pupils explain that they can recognise when they are beginning to feel upset.

Staff help pupils to anticipate difficult situations, such as an unfamiliar journey to a new setting. Pupils consider what they might find challenging when they return to their school or move on to their next stage of learning. Staff plan this transition closely with parents, pupils and staff from the setting that the pupil will move to. School leaders say that pupils are well prepared for this new start.

Leaders know that pupils need to learn a great deal in a short amount of time. They have made careful choices about the curriculum. They identify where pupils lack important knowledge in mathematics for example. Teachers make sure that all pupils, including those with special educational needs and/or disabilities (SEND), gain important knowledge, such as learning to tell the time. Pupils become more confident and independent during their time at the school.

Staff help pupils to identify goals that they are working towards. Pupils think about the jobs that they would like to do. They learn about the qualifications that they will need. The curriculum is planned so that pupils gain important knowledge in a range of subjects, in readiness for key stage 4. However, this does not always give pupils the opportunity to think deeply or encounter a range of different types of reading genres and texts.

The reading curriculum identifies what pupils need to know to make sense of what they read. Staff have identified the words which pupils may not know. They provide the right help so that pupils with SEND can build their knowledge along with the rest of their peers. Pupils like the rewards they get for finishing a book and remembering what it was about. They begin to read with more fluency. Leaders plan to improve the curriculum so that it better identifies any gaps in phonic knowledge that pupils may have when they arrive at the school.

Staff have high expectations of punctuality and attendance. They make sure that pupils and parents understand these. Most pupils attend for all the sessions that they can.

Staff value the training that they have received and the chance to work with staff from other schools. They say that leaders understand the challenges that staff face. Staff feel well supported in managing their workload.

The proprietor has made sure that all the independent standards are met. Regular visits and reports keep him up to date. There are regular checks on health and safety and the site is maintained appropriately. Risk assessments, including those for individual pupils, are thorough. Policies are reviewed regularly and kept up to date on the website. The relationships and sex education policy meets all statutory requirements.

Leaders understand their duties under schedule 10 of the Equality Act 2010. They make sure that pupils learn about the special nature of fundamental British values.

Safeguarding

The arrangements for safeguarding are effective.

Staff know the risks that pupils face. Leaders make sure that staff get the right training so that they recognise any signs that pupils may be in danger. Pupils learn about the risks they face when they are online.

Meticulous records are kept of any concerns. Leaders maintain strong links with the schools that have referred pupils and pass on information in a timely fashion. They are highly persistent in making sure that the needs of pupils and their families are recognised. Leaders challenge external agencies to make sure that they get the right support.

What does the school need to do to improve?

(Information for the school and proprietor)

- Leaders want pupils to be ready for the next stage of learning. However, sometimes the scope of the curriculum does not prepare pupils for the challenge of key stage 4 as well as it might. The curriculum should be adjusted to provide opportunities for pupils to deepen their knowledge in preparation for their next steps.
- There is a well-sequenced curriculum for teaching reading that enables pupils to develop their skills in comprehension. Leaders know that this needs to be developed further so that where pupils enter the setting with gaps in their phonics knowledge, this can be systematically addressed. Staff should be given clear guidance of how to support pupils at the early stages of reading to develop their fluency and accuracy.

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

Unique reference number	139771
DfE registration number	892/6016
Local authority	Nottingham
Inspection number	10232306
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	9
Proprietor	Scott Halligan
Headteacher	Matt Priestland
Annual fees (day pupils)	£17 480
Telephone number	07703 187922
Website	www.tlgnottingham.org.uk
Email address	tlgnottingham@tlg.org.uk
Date of previous inspection	6–7 February 2018

Information about this school

- Tlg Nottingham is an independent school. The school provides education for pupils in key stage 3 who have been permanently excluded, or are at risk of permanent exclusion.
- All pupils attend on a part-time basis.
- The school uses a building behind Arnold Road Evangelical Church.
- There have been some changes to leadership since the previous inspection. The headteacher holds a wider leadership role within the trust and the deputy headteacher has taken up her position.
- The school does not use any alternative providers.
- The school's most recent standard inspection took place from 6 to 7 February 2018.

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

- Inspectors met with the headteacher and deputy headteacher.
- The lead inspector met with safeguarding leaders from the school and the trust to examine safeguarding records, the school's system for recruiting staff and the school's single central record. Inspectors spoke with staff and pupils about safeguarding.
- Inspectors did deep dives in four subjects: mathematics, reading, science and personal, social and health education. For each deep dive, inspectors met with curriculum leaders to discuss the curriculum, visited lessons, looked at pupils' workbooks and spoke with pupils about their learning.
- Inspectors listened to some pupils read and talked with them about their books.
- Inspectors observed the behaviour of pupils during less-structured parts of the day and spoke with some pupils. They also noted responses from the pupil survey.
- The lead inspector spoke with the proprietor and a senior leader from the trust.

- Inspectors spoke on the telephone with parents and considered the responses from Ofsted Parent View.
- Inspectors reviewed a range of documentation, including the school's development plans, a variety of school policies, information about pupils' behaviour and attendance, and examples of individual risk assessments for pupils.
- Inspectors spoke with staff. They also considered responses to the staff survey.
- The lead inspector spoke with leaders from some of the schools who have placed their pupils within the school.
- In order to check the school's compliance with the independent school standards, inspectors reviewed facilities on the site and considered relevant documentation.

Inspection team

Hazel Henson, lead inspector

Her Majesty's Inspector

Heather Hawkes

Ofsted Inspector

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