

Inspection of The Complete Works

3rd Floor, Universal House, 88–94 Wentworth St, London E1 7SA

Inspection dates: 22 to 24 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

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?

The educational experiences of pupils are changed for the better through attending this school. Leaders provide a highly nurturing environment for all pupils. Leaders promote a sense of community in the school. Professional relationships among pupils and staff are highly positive. Pupils feel safe and are safe.

Pupils with special educational needs and/or disabilities (SEND) are very well supported. They receive a personalised curriculum through one-to-one and small-group lessons. Leaders are highly ambitious for what pupils can achieve. Pupils gain qualifications that prepare them for their next steps in education, employment or training.

Pupils are sensitive to the needs of other pupils in the school. They are encouraged to develop teamwork and social skills. In class, the behaviour of pupils is exceptional. If any bullying happens, leaders help pupils to understand how their actions impact on others so that it is resolved and not repeated.

Pupils experience a broad range of creative arts, including animation, photography and fine art. The creative work they produce is celebrated within the school community and beyond. Through these opportunities, pupils are encouraged to develop their confidence and express their views and emotions.

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

Leaders have carefully considered the key knowledge they want pupils to learn. When pupils join the school, leaders swiftly assess what pupils already know and identify any gaps in their knowledge. All pupils study a core curriculum of English, mathematics, science and personal, social and health education (PSHE). Subject-specialist teachers deliver these subjects. The order in which subject-curriculum content is organised is well sequenced. This ensures that pupils develop a coherent understanding of cumulative knowledge in these subjects.

However, leaders have not identified the specific subject knowledge they want pupils to learn or sequenced the subject content in other subjects as carefully. As a result, pupils do not build their knowledge in these subjects as successfully as in other subjects.

Teachers use a range of strategies to inspire pupils to learn. They incorporate creative arts into all subjects to encourage pupils to become motivated and keen learners. Pupils listen to their teachers and gain confidence to join in with the wider aspects of school life. For example, pupils take on the role of editors of the school's magazine and curate exhibitions of their work. Through project-based learning, pupils develop their social skills while they learn.

Teachers have a thorough understanding of the needs of the pupils they teach. They ensure that the individual pupils' needs are met, often working one-to-one with pupils with SEND so that they receive the support they need. Leaders ensure that staff support pupils with SEND and their families. All pupils receive an appropriate programme of relationships, sex and health education through individualised tuition. They are supported to set personal targets to improve their behaviour and attitudes to learning over time.

Leaders prioritise developing the literacy skills of pupils. Teachers help pupils to build their subject vocabulary. The school has a resident poet who helps pupils to write poetry and spoken word pieces. Leaders encourage pupils to read for pleasure. They have developed an online library from where pupils order books for collection. However, leaders do not systematically develop the reading skills of weaker readers.

Termly pupil performances enable pupils to share their talents with the school community. The end-of-year 'showcase' is an opportunity for pupils and staff to celebrate their successes and all pupils take part in some way. An album of the music made by pupils through the year is used on the school's radio programme. Poetry written by pupils is published in a yearly anthology.

Pupils are taught creative arts subjects by working professionals. Leaders ensure that pupils take part in a range of outings and educational visits to explore the world of work. All pupils receive impartial careers advice and guidance so they can make informed choices about their next steps in education. When pupils are preparing to transfer from the school to further education, they are encouraged to develop their self-reliance in preparation for this step.

Leaders have developed a strong culture of professional training for staff in the school. School staff work hard to engage and support pupils. Leaders help staff to manage their workload and support their well-being. As a result, staff feel valued and are dedicated to their jobs.

The school's board of trustees ensures that the work of leaders is appropriately scrutinised. They are aware of and uphold their statutory duties, including those related to schedule 10 of the Equality act 2010. Leaders have ensured that all the independent school standards continue to be met, including those related to the safety and management of premises.

Safeguarding

The arrangements for safeguarding are effective.

Staff are acutely aware of the vulnerabilities of the pupils in their care. They are rigorous in how they collect and consider information about their pupils. This means they know their pupils well.

Leaders are unrelenting in the ways they establish the support that pupils and their families need. They work with a wide range of outside agencies to help pupils who

may be at risk of harm. Staff undergo extensive training to understand the risks that pupils face. They follow the school's procedures to identify any pupils who need additional help. Leaders have ensured that a suitable policy outlining procedures for safeguarding is published on the website.

Through the PSHE curriculum, pupils are taught how to stay safe, including how to stay safe online and the risks of exploitation. They have lessons in relationships education which help pupils to navigate the different relationships they have. They are taught to recognise healthy relationships and manage conflict.

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

- At present, newly introduced measures to assess how well pupils can read do not sharply identify the specific gaps in pupils' reading knowledge. Leaders should ensure that staff have the appropriate knowledge and skills to identify the phonics gaps that are holding pupils back in their reading and support weaker readers to develop fluency, confidence and enjoyment in reading.
- The curriculum in foundation subjects has not been as well sequenced to develop the disciplinary knowledge and skills that pupils need to know. Pupils do not build securely the component knowledge required to attempt more complex work in these subjects. Leaders should ensure that the strengths in sequencing subject content seen in core subjects is as equally strong in the foundation subjects.

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.

School details

Unique reference number	139601
DfE registration number	211/6006
Local authority	Tower Hamlets
Inspection number	10242776
Type of school	Other Independent School
School category	Independent school
Age range of pupils	5 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	77
Number of part-time pupils	11
Proprietor	The Complete Works Limited
Chair	Reji Vettasseri
Headteacher	Adam Dalton
Annual fees (day pupils)	£11,983 to £47,430
Telephone number	0207 377 0280
Website	www.tcw.org.uk
Email address	headteacher@tcw.org.uk
Date of previous inspection	15 to 17 May 2018

Information about this school

- The Complete Works is an independent school that offers alternative provision for boys and girls aged between 5 and 18 years. These pupils are placed at the school by a variety of local authorities and schools.
- The school's previous standard inspection was in May 2018.
- Most pupils have special educational needs and/or disabilities (SEND) and are supported with an education, health and care plan.
- The school operates from its registered head office at 3rd and 4th Floor, Universal House, 88–94 Wentworth Street, London E1 7SA.
- The school is made up of five sites organised as a north or south 'hub'. The North Hub comprises three sites at Ground Floor, Universal House, 88–94 Wentworth Street, London E1 7SA, 38 Commercial Street, London E1 6LP and 5 Thrawl Street, London E1 6RT. The South Hub comprises two sites at 43 Old Jamaica Road, London SE16 4TE and Adana Building, Conington Road, London SE13 7FD.
- Pupils attend school at either the North Hub or the South Hub for up to three days a week. On days when they are not in school, pupils' learning takes place in local libraries or in pupils' homes, depending on pupils' needs.
- All pupils have their own individual curriculum plan and timetable. The provision for the education of pupils is usually one-to-one, with some small-group lessons.
- The school uses one unregistered alternative provider for part-time education.

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 any impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- During the inspection, inspectors held meetings with the headteacher and other senior leaders. Inspectors also met with school trustees, including the chair of the trust, and the chief executive officer.
- Inspectors carried out subject deep dives in English, science and art. Inspectors met with subject leaders to discuss the curriculum and visited a sample of lessons. They also reviewed pupils' work, met with pupils to discuss their learning and met with subject teachers.

- Inspectors evaluated the effectiveness of safeguarding through discussions with leaders, trustees, pupils and staff. They reviewed policies and records related to safeguarding, including the pre-employments checks carried out before appointing staff.
- Inspectors considered responses to Ofsted’s online survey for staff. They spoke to a range of pupils and reviewed responses to Ofsted’s online survey for pupils. They also considered the views of parents and carers who made responses to Ofsted’s online survey for parents, Ofsted Parent View.

Inspection team

Annabel Davies, lead inspector

His Majesty’s Inspector

David Boyle

Ofsted Inspector

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