

Inspection of The Tutorial Foundation

76 Freelands Road, Bromley, Kent BR1 3HY

Inspection dates: 28 February to 1 March 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Requires improvement

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

What is it like to attend this school?

Pupils speak positively about their school. Inspectors understand why. Staff do all they can to help pupils successfully re-engage with education. For some pupils, this might mean starting with off-site tuition. For others, it might be returning to full-time, on-site provision after months of being out of education. Over time, pupils' attendance significantly improves. Pupils who stay at the school to the end of Year 11 go on to achieve well in a range of qualifications.

The school gives pupils lots of one-to-one support, including mentoring, counselling and emotional literacy. This support all combines to help pupils learn how to manage their well-being and to adapt their behaviour. Leaders also work with pupils' families, for example in signposting them to sources of help from external agencies.

Staff manage pupils' behaviour well. They calmly intervene when they need to help pupils keep focused. Pupils get on well together, for example older pupils work with younger pupils at breaktimes.

Staff do all they can to keep pupils safe. The personal, social, health and economic education (PSHE) curriculum is well developed. It ensures that pupils learn how to look after themselves in all sorts of different ways.

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

Leaders pay close attention to each pupil's education, health and care plan (EHC plan). They use this and other information to create useful 'pupil profiles'. These are shared with staff to give them the information that they need to understand pupils' needs and to adapt their teaching. Staff are well supported by leaders. They enjoy working at the school. Staff retention is high.

'Flexible' and 'ambitious' describe the school's curriculum well. Pupils are offered a personalised curriculum that meets their needs. This might include pupils attending off site to study an agreed package of subjects. Younger pupils learn a broad curriculum, including food technology and computing. Older pupils can study various entry level, functional or GCSE qualifications.

Leaders have responded successfully to the areas for improvement identified at the previous inspection. Across the curriculum, they have identified the knowledge and vocabulary that pupils should be taught. They have worked effectively with different local authorities and secondary schools to improve staff expertise. That said, improvements in a few subjects are still being embedded.

Leaders identify where pupils have gaps in their knowledge and use this to help build an appropriate curriculum. They give pupils who need it further support with their phonics. This helps them to catch up with their reading fluency. Speech and language therapy is used well to support pupils with their communication and language development as set out in their EHC plan.

Staff present their subjects with confidence and use resources well to engage pupils in their learning. However, there are a few inconsistencies in how well staff support pupils with their reading, writing and use of language. For example, when checking pupils' understanding, sometimes staff do not make sure that pupils give the detailed written or spoken responses that they should. Sometimes gaps in pupils' knowledge of accurate spelling, grammar and punctuation are not being closed. While pupils read during lessons, too few read for pleasure.

The advisory board has gone through a period of change, for example the new chair of the board started at the beginning of this school year. The board has a secure mix of knowledge and skills to support the proprietor. The chair knows that further training for the board is needed, for example in knowing the independent school standards. That said, the proprietor has made sure that as at the previous inspection, all the independent school standards are met. The premises are well managed and policies are regularly reviewed. The school's accessibility plan complies with schedule 10 of the Equality Act 2010. The safeguarding policy and other information required by the independent school standards are either on the school's website or are readily available.

Leaders have improved the provision for pupils' personal development. They have organised for pupils to take part in different extra-curricular activities three times per week. Pupils benefit from regular visits, for example to the Royal Courts of Justice and art galleries. Each school day starts with different social activities such as current affairs, debating or assemblies. Careers support is well embedded. The independent careers adviser offers lots of personal advice and guidance. Last year, all pupils leaving the school successfully moved on to a suitable destination, including an apprenticeship.

Most pupils behave well and have positive attitudes to their learning. Pupils are taught to treat others with respect, including in PSHE and citizenship, through studying topics that relate to discrimination and the protected characteristics. Pupils say that the school is a place where it is 'okay' to be yourself. As a result, any incidents of bullying are rare and when it does occur, leaders are quick to act.

Local authorities speak positively about the school. They particularly praise the school's success in working with pupils who have complex needs and are highly anxious about school. Leaders manage and improve pupils' attendance, working with external agencies and families as best they can.

Safeguarding

The arrangements for safeguarding are effective.

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

- Sometimes the school's strategies to support pupils' reading, writing and

language skills are not as effective as they could be. Some pupils do not have a love of reading or make repeated mistakes in their spelling, grammar and punctuation. Also, sometimes staff do not consistently make sure that pupils give well-developed spoken responses. The school should review its strategies. It should ensure that all staff have the knowledge and expertise to help pupils fulfil their potential in reading, writing and use of language across the curriculum.

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	135670
DfE registration number	305/6080
Local authority	Bromley
Inspection number	10299204
Type of school	Other independent special school
School category	Independent school
Age range of pupils	11 to 25
Gender of pupils	Mixed
Number of pupils on the school roll	27
Number of part-time pupils	8
Proprietor	J K Education
Chair	Julia Low
Headteacher	Julia Low
Annual fees (day pupils)	£38,084 to £55,614
Telephone number	020 8460 0181
Website	www.thetutorialfoundation.co.uk
Email address	sen@thetutorialfoundation.co.uk
Date of previous inspection	26 to 28 April 2022

Information about this school

- The school offers flexible curriculum packages. This includes full-time, on-site provision and part-time, off-site tuition.
- Almost all pupils have EHC plans. Most pupils have complex social, emotional and mental health needs, alongside additional needs such as autism.
- The proprietor body is supported by an advisory board. The chair of the advisory board took up their role in September 2023.
- The school currently uses two unregistered alternative provisions.

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.

Inspections are a point-in-time judgement about the quality of a school's education provision.

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

- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors did not make a separate judgement on the sixth form. This is because there were too few pupils on roll and to avoid identifying individuals at the time of the inspection. However, inspectors included sixth-form provision when evaluating evidence for the other judgement areas.
- Inspectors met with the headteacher and other senior staff. The lead inspector also met with the chair of the advisory board.
- The lead inspector held telephone meetings with several local authority leaders to discuss safeguarding and the quality of education provided to pupils. The inspector also spoke with leaders from both of the unregistered providers currently being used by the school.
- Inspectors carried out deep dives in these subjects: English, science, physical education and PSHE (including citizenship). For each deep dive, inspectors met with leaders, looked at curriculum plans, visited a sample of lessons and spoke to teachers, supporting adults and pupils about their learning. Inspectors looked at samples of pupils' work.
- Inspectors also looked at curriculum plans, visited lessons and looked at pupils' work in a range of other subjects.

- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with leaders with responsibility for attendance and behaviour. They reviewed a range of safeguarding documentation, risk assessments and case studies.
- Inspectors considered a range of evidence to evaluate compliance with the independent school standards.
- Inspectors considered replies to Ofsted Parent View and the online surveys for pupils and staff. Inspectors also evaluated recent school surveys for staff and parents.

Inspection team

Sam Hainey, lead inspector

His Majesty's Inspector

Gary Rawlings

His Majesty's Inspector

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