

Inspection of TLC The Learning Centre

Princes Plain, Bromley, Orpington, Kent BR2 8LD

Inspection dates: 26 to 28 November 2024

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?

Pupils are happy at the TLC (The Learning Centre) and find it a safe place to re-connect with learning. Many pupils have experienced a disrupted education at their previous settings. They develop the confidence and self-esteem they need to approach their next steps with success. Parents and carers speak highly of the positive difference that the school has made to their child's well-being.

Pupils appreciate how their individual needs are at the centre of the school's decisions. The school has high expectations for pupils' achievement. Pupils try hard to live up to these expectations. Pupils appreciate the time and support that staff take to recognise their achievements, both academically and in their personal development. This helps pupils achieve recognised academic qualifications and prepare them for futures outside of school.

Pupils feel listened to and valued. Pupils' attitudes and behaviour improve over time. Pupils build trusting relationships with staff. Pupils learn to recognise and manage their emotions. Staff swiftly intervene when pupils require additional support to resolve conflict. Pupils benefit from a broad range of experiences outside of the classroom, for example rock climbing and experiences of work. This helps pupils develop their talents and interests.

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

The school has mapped out the curriculum so that pupils deepen their understanding over time. There are many opportunities for pupils to consolidate their learning. This helps pupils to learn the curriculum well. All pupils at the school have special educational needs and/or disabilities (SEND). Learning plans are designed and adapted to meet pupils' needs and support their next steps. Therapeutic specialists work closely with staff to ensure that the delivery of the curriculum meets the needs of pupils. Most pupils make considerable progress from their starting points.

The range of subjects taught reflects pupil's interests and future ambitions. The curriculum is taught by subject experts, who ensure that pupils access the curriculum effectively. This includes deploying the most effective and appropriate communication strategy for each pupil. The school systematically checks for any gaps in knowledge pupils may have. However, this information is not sometimes used effectively to design new learning to help pupils catch up quickly. This limits pupils' learning and deeper understanding. Assessment information is used effectively to identify any changes in pupils' SEND.

The school quickly identifies pupils who struggle to read when they join the school. Pupils who require help get effective specialist support so that they learn to read with increasing confidence and fluency. The school has invested in a broad range of books from different backgrounds and cultures to reflect pupils' interests. Together, this work helps pupils to understand the importance of reading.

Staff know pupils' individual needs well. They know how to best support each pupil if they are finding something difficult. Relationships between pupils and staff are highly effective. The consistent approach from staff helps pupils to become familiar with the school's expectations. This, along with close working relationships with parents and carers, helps the school to provide highly personalised support that greatly improves pupils' attendance, behaviour, and attitudes to learning. Parents value the efforts of the school to support them in this area.

The school has considered the individual needs of pupils carefully when planning the personal development offer. Pupils, including those who are disadvantaged, experience a range of opportunities that prepares them well to become active citizens in the future. Pupils learn about what makes people special, as well as how to show respect for how different people live. The school prioritises helping pupils develop independent living skills, such as cooking a healthy meal and confidently discussing safe travel options to local amenities. Pupils receive a well-delivered careers programme. This supports pupils to make informed decisions about their next steps in education, employment or training.

Staff appreciate the school's care and consideration for their workload and well-being. The school carefully designs training to help staff learn how to deliver the curriculum and meet pupils' specific needs exceptionally well. Staff said that they feel valued at the school as a place to work.

The school has ensured that the independent school standards ('the standards') are consistently and securely met. The proprietor body, including the chief executive officer (CEO), have an accurate understanding of the school's effectiveness. It holds leaders to account for the quality of education that pupils receive. Well-established systems provide quality assurance information to leaders and the proprietor.

The school has ensured that it complies with schedule 10 of the Equality Act 2010.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for school and proprietor)

- The checks and information gathered about pupils' learning are not used effectively or quickly enough to help pupils catch up on gaps in their knowledge. When this happens, pupils do not build their knowledge and skills deeply. The school should ensure that all staff adapt their teaching in light of the gaps in pupils' knowledge to support pupils in achieving well.

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	136228
DfE registration number	305/6081
Local authority	Bromley
Inspection number	10342071
Type of school	Other Independent Special School
Type of school	Independent School
Age range of pupils	11 to 18
Gender of pupils	Mixed
Number of pupils on the school roll	41
Number of part-time pupils	0
Proprietor	TLC The Learning Centre (Bromley) Limited
Chair	Tracey Storey
Headteacher	Helen Dyer
Annual fees (day pupils)	£27,027 - £82,582
Telephone number	01689 824463
Website	www.tlcthelearningcentre.co.uk
Email address	Office@tlcthelearningcentre.co.uk
Date of previous inspection	8 to 10 February 2022

Information about this school

- TLC The Learning Centre is a co-educational school catering for pupils aged 11 to 18 with social, emotional, and mental health needs. All pupils have an education, health and care plan.
- The school operates from premises at Princes Plain, Bromley, Orpington, Kent, BR2 8LD.
- The proprietor is TLC The Learning Centre (Bromley) Ltd, part of the Melrose Group. The group operates a large number of schools across England.
- The school's previous standard inspection took place from 8 to 10 February 2022.
- The school is registered to admit up to 50 pupils.
- The headteacher has joined the school since the previous inspection.
- The school uses no unregistered alternative provision.

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.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed the ongoing impact of the pandemic with the school and have taken that into account in their evaluation.
- Inspectors met with the headteacher and other staff during the inspection.
- The lead inspector held a telephone conversation with the CEO of the proprietor body.
- Inspectors held meetings with other leaders, including those responsible for SEND, pupils' behaviour and attendance, and staff training.
- Inspectors checked the school site for compliance with the standards. As part of these checks, the lead inspector toured the school premises, accompanied by a school leader.
- Inspectors carried out deep dives in English, including early reading, art, and food technology. For each deep dive, they held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their

learning and looked at samples of pupils' work. The lead inspector observed some pupils reading to a trusted adult.

- Inspectors also considered the curriculum in other subjects, including science. They looked at curriculum documentation, considered samples of pupils' work and spoke with some pupils about these subjects.
- To evaluate the effectiveness of safeguarding, 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 spoke to pupils about their experience of the school and their views on behaviour and bullying. They also observed pupils' behaviour during lessons and at breaktimes.
- Inspectors scrutinised a range of documentation. This included documentation and information relating to the standards and the school's improvement plans.
- Inspectors spoke with staff about their workload and well-being. Inspectors also considered the responses to the online staff survey.
- Inspectors considered the responses to Ofsted Parent View, including the free-text comments.

Inspection team

Phil Garnham, lead inspector

His Majesty's Inspector

Adam Vincent

His Majesty's Inspector

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