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THIS PROSPECTUS PROVIDES A GENERAL OVERVIEW OF THE SCHOOL'S ETHOS AND WORKING METHODS. INFORMATION ON THE SCHOOL FEES AND OUR POLICIES AND PROCEDURES CAN BE SUPPLIED ON REQUEST.
THE COMPLETE WORKS
INDEPENDENT SCHOOL

DfE Registration 211/6006 | Charity Registration 1081200

HEAD OFFICE:
The Complete Works, The Old Truman Brewery, 91 Brick Lane, London. E1 6QL
020 7377 0280 020 7247 7405 info@tcw.org.uk www.tcw.org.uk

THE TEAM

PATRONS
ART MALIK | NITIN SAWHNEY | LORRAINE ASHBURNE | ANDY SERKIS | JAYNE ASHBURNE

PRINCIPAL & CONSULTANT HEADTEACHER:
PHIL EVANS
BA Hons. Dip RSA, MA (QTS)

Phil Evans trained as a theatre practitioner at the Rose Bruford College of Theatre and Performance. He taught for 20 years in mainstream schools, which included running the Drama Department at the Brit School of Performing Arts. He has also worked extensively with students who have disabilities, special educational needs and emotional and behavioral difficulties. He delivers lectures at Goldsmiths University of London and runs inset courses on using creative methods of interaction across the curriculum. He founded The Complete Works, in partnership with the late Neil Powney, in 1999.

VICE PRINCIPAL:
CHRISSE ROBERTS

HEAD OF SCHOOL:
ADAM DALTON

SCHOOL GOVERNORS:
The school’s operation is overseen by our Board of Governors, who are also the Trustees of The Complete Works Charity. They possess a wide range of qualifications and experience gained in both education and the arts.
PHIL EVANS INITIALLY RAN THE COMPLETE WORKS AS A ‘THEATRE IN EDUCATION’ COMPANY AND BEGAN STAGING EDUCATIONAL PLAYS, CREATIVE PROJECTS AND WORKSHOPS IN MAINSTREAM SCHOOLS IN 1999.

It was evident from the outset that those young people who, for one reason or another, were disillusioned with education, still somehow remained inspired by the Performing Arts. During the first year of the company’s operation, Phil was asked if he could find a way to teach a particularly difficult-to-engage young person, who was refusing to go to school, to read. Drawing from skills acquired in Drama, Phil developed the creative methods of learning that motivated this young person to re-engage with education and subsequently gain entrance to college. This initial success led to many other young people being referred to work with the company in a similar way. Those who benefited from being taught alongside others were grouped together and, as a consequence, the company became known as an ‘Alternative Provision.’
As the company evolved, we built a strong educational infrastructure and became registered as an exam centre, in order that students could sit GCSE examinations with us. Keen to have the quality of our work inspected by Ofsted, we applied to the Department for Education for Independent School Status, which was then awarded to us in 2013.

Our experience of working with young people who have become disillusioned with mainstream schooling has taught us that re-engagement with education cannot simply be achieved by recreating the same model which has been rejected. Our approach to learning is to create a safe environment where young people feel supported, then nurture their creativity, and give them opportunities to increase their knowledge. This allows students to gain confidence and self-esteem and enables them to develop their skills of communication and their ability to work with others.

**OUR GOAL IS TO REACH EVERY YOUNG PERSON WHO IS REFERRED TO US. TO THIS END, WE WORK TIRELESSLY TO FIND THE CREATIVE SPARK WHICH WILL IGNITE THEIR INTEREST IN LEARNING AND EMPOWER THEM TO REALISE THEIR FULL POTENTIAL.**

Each student is considered on an individual basis, and a tailor-made programme of education is designed to meet his or her specific needs. This may take the form of one-to-one tuition, group tuition, or a combination of both. The company’s objective has always been ‘to advance education, through creative means,’ and although the word ‘theatre’ no longer appears in the company name, creativity remains intrinsic to the work we undertake with all our students. Since the company’s incorporation, we have supported thousands of young people, both inside and outside the school setting, to re-engage with education and to learn creatively and achieve academically. In addition to the operation of our Independent School, the company continues to tour plays and delivers creative projects to other schools throughout London and the surrounding areas.
WE OFFER A BROAD AND BALANCED CURRICULUM, WHICH ACCOMMODATES THE REQUIREMENTS OF THE NATIONAL CURRICULUM AND THE NEEDS OF ALL WHO STUDY WITH US.

Groups are carefully created so that students are able to work together as harmoniously as possible, and group sizes are kept to a maximum of 10. We always aim to maintain a high staff/student ratio (the minimum being 2 staff to 10 students); and in situations where students need greater support we sometimes consider it necessary to adjust the staff/student balance in order that there are more staff than students in the group.

Most students are referred to us through the local authorities or their agents, who then meet the required fees. Student enrolment can take place at any point during the year and for short or long periods of time. All courses are age appropriate and we can accommodate students in Key Stages 3 and 4. Students are able to study with us for up to 30 hours a week.
Full-time students studying for GCSE examinations will mainly focus on Core Subjects (i.e. Maths, English Language, English Literature and Science). Other subjects covered can also include Media Studies, ICT, PSE, History, Religious and Cultural Studies, Geography, Physical Education, Cooking, Music, Drama, Art and Languages. Some students may be more suited to study for Functional Skills and Entry Level Examinations instead of GCSEs. We are also able to offer the Arts Award to those who wish to explore the Performing Arts subjects in greater depth, as well as other vocational qualifications, such as BTEC.

We work in a flexible way to ensure that the needs of students with Education, Health and Care (EHC) plans are carefully met. This may include providing a scribe or a reader, or finding ways to adapt the work so that it becomes more accessible and achievable. Speaking and Listening, Literacy and Numeracy and ICT are embedded in all our schemes of work, and opportunities for sharing and appreciating each other’s point of view are encouraged in all subject areas.

We ensure that we have a good provision for Personal and Social Education. Workshop Leaders are invited to talk on a range of topics of importance to young people’s health, well-being and social and cultural understanding. In addition, many issues are also addressed through our daily reflection sessions and through discussions in English, History, and Religious Studies lessons. Further information is made available for students to access, through websites and the distribution of leaflets. Individual mentoring is also offered for those students we consider need further support in these areas.

We also consider it very important that students have the opportunity to engage in group activities outside the venues in which we work, as this facilitates the necessary acquisition of social skills. We therefore provide opportunities for groups to visit swimming pools and other sports facilities, and to partake in theatre trips and educational visits to museums, art galleries and historical places of interest.

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STUDENT EXPECTATIONS & BEHAVIOUR

ALL STUDENTS

ARE EXPECTED TO WORK COOPERATIVELY AND TO ABIDE BY AN AGREED CODE OF CONDUCT FOR THE GOOD OF THE GROUP. STUDENTS ARE TAUGHT TO RESPECT EACH OTHER’S DIFFERENCES AND TO ACCOMMODATE EACH OTHER’S NEEDS

Many of our students have missed out on large parts of their education, for reasons including ill health or issues relating to their personal circumstances. Some may have special educational needs, such as dyslexia or autism, and others may have disabilities and difficulties. We also accept young people who have been excluded from other schools, providing they do not present an undue risk to the students presently studying with us, or to our staff.
EACH YOUNG PERSON IS INTERVIEWED BEFORE BEING OFFERED A PLACE AT THE SCHOOL. THIS ALLOWS US TO ASSESS THEIR NEEDS AND EVALUATE THEIR INTEGRATION INTO A GROUP SETTING. WE EXPLAIN TO STUDENTS THAT, JUST AS IN A PLACE OF WORK, EACH PERSON SHARES THE RESPONSIBILITY TO CREATE A SAFE AND COMFORTABLE WORKING ENVIRONMENT.

Both staff and students therefore need to work together to build and maintain respectful relationships with each other. Any form of bullying is dealt with swiftly, to ensure the safety of all and to proactively prevent any inroad to a culture of bullying. The impact of bullying, and the strategies for dealing with it, are discussed at regular intervals with all students, and are actively taught in all subjects across the curriculum.

Disruptive and difficult behaviour is addressed through calm, sensitive negotiation, and methods of restorative justice are used to reinforce positive attitudes and build self-esteem. Staff are trained in the use of physical restraint techniques; and occasionally, in the interest of safety, restraint may be the only option. However de-escalation strategies are always our preferred method of working.

Safety is of the utmost importance. Students have a right to study in a safe environment, and therefore anyone found in possession of weapons or illegal substances would be dealt with very seriously (and, in consequence, could be excluded from the group). Students are expected to be on time to every class and to work hard to meet their deadlines. We operate a system of warnings, sanctions and rewards, to support students in meeting our expectations and to help them to progress in their education. In our experience we find that, when students fully understand these expectations and respect the boundaries, they feel a stronger sense of security.

Staff ensure that all students are always aware of what is expected of them, and meetings take place on a regular basis to discuss any areas of concern. We also have a comprehensive complaints procedure, should any student, parent or carer wish to complain about our service, our policies or our procedures.
ASSESSMENT & REPORTING

WHEN A YOUNG PERSON FIRST BEGINS TO STUDY WITH US, IT IS IMPORTANT THAT WE ASSESS THEIR ABILITIES AND CONSIDER ANY GAPS IN THEIR KNOWLEDGE, SO THAT WE CAN FORMULATE A PLAN OF ACTION TO SUPPORT THEIR LEARNING.

We therefore conduct base-line assessments to enable staff to create workable Individual Learning Plans for all students. Areas of concern in literacy and numeracy are identified, and targets are set for achievement in these areas. We also run ‘Alfie’ tests (Assessing Learners For Informed Education), to track student progress.

PROGRESSION IS MONITORED IN EVERY LESSON AND REGULAR TARGETS ARE SET FOR EACH INDIVIDUAL STUDENT.
Students are continually assessed by means of homework, mock exams, question-and-answer sessions and interactive activities. Progression is monitored in every lesson and regular targets are set for each individual student. Students are also encouraged to self-assess, and to engage in group/peer-assessment. All relevant results are kept on file and students are able to update their Individual Learning Plans on a regular basis.

Detailed monthly reports are written for students who are taught individually, and half-termly reports are written for those who are taught in groups. These include the students’ National Curriculum level of attainment and, where appropriate, their predicted grades. Reports are kept on a confidential web-based reporting system, where those who have permission to have access can review progression in graph form.

In addition to our assessment of academic achievements, we also conduct assessments of pastoral indicators such as behaviour, attendance, attainment, attitude to learning, and punctuality. These allow us to respond quickly to any significant areas of concern.

**OUR SCHOOL CATERS FOR THE NEEDS OF STUDENTS OF ALL ABILITIES, PROVIDING A LEARNING ENVIRONMENT THAT CHALLENGES EACH INDIVIDUAL TO SUCCEED TO THE VERY BEST OF THEIR ABILITY.**

We believe that teaching students in small mixed-ability groups is an effective strategy for achieving this aim. Tutors exercise considerable care in devising tasks and activities, the nature, features and requirements of which must be accessible to students across the whole ability range of the group.

Comprehensive student profiles are created for every student referred to us. This enables tutors to plan lessons that are carefully differentiated, inclusive and meaningful to everyone in the group. All students are made aware that each person in the group follows their own individual plan of action and, as a consequence, each will engage with the work differently and progress at different rates. All students are therefore taught to respect each other’s methods of learning and are encouraged to support one another in their efforts to succeed.
EVERYBODY IS A "GENIUS"

BUT IF YOU JUDGE A FISH BY ITS ABILITY TO CLIMB A TREE,
IT WILL LIVE ITS WHOLE LIFE BELIEVING THAT IT IS STUPID.

ALBERT EINSTEIN
WORKING CREATIVELY WITH OUR STUDENTS HAS ALWAYS BEEN AT THE HEART OF EVERYTHING WE DO

TUTOR TRAINING & EXPERIENCE
AS TCW BEGAN PRIMARILY AN ARTS EDUCATION COMPANY, OUR ORIGINAL INTENTION WAS TO EDUCATE THROUGH THE ARTS. WORKING CREATIVELY WITH OUR STUDENTS IS AT THE HEART OF EVERYTHING WE DO.

The majority of our tutors are primarily, qualified, experienced arts practitioners. Many have graduate and postgraduate qualifications in subjects such as Theatre, Drama, Film, Music, Dance and even Circus Skills. Utilising the skills they have gained from these disciplines, they are very well equipped to work in ways that enable students to engage creatively with their studies.

We recognise, however, the importance of implementing a wide range of effective teaching strategies; and to this end, tutors attend monthly in-service training sessions. These sessions are designed to extend their teaching skills in regard to young people who have additional needs, and to keep them up-to-date with new education policies and developments in the National Curriculum. Training sessions are delivered by lecturers working at Goldsmiths, University of London and by specialist advisors from organisations such as the NSPCC, Team-Teach and The Red Cross. Subjects covered include: Recognising Dyslexia and Dyspraxia, Managing ‘Difficult-to-Engage’ Young People, Employing Methods of De-escalation and Physical Restraint, Strategies for Teaching Students with Additional Needs, and Working with Autism.

We also recognise the importance of ensuring that our tutors are proficient in lesson-planning, marking students’ coursework, and meeting the syllabus requirements for the range of examination boards with whom we work.

ALL TUTORS ARE OVERSEEN BY ADVISORY TEACHERS, WHO HOLD QUALIFIED TEACHER STATUS, AND WHO ENSURE THAT THE WORK DELIVERED IS OF THE HIGHEST STANDARD AND CHALLENGES ALL STUDENTS TO ACHIEVE.

In order to safeguard our young people, all staff regularly undergo clearance through the Disclosure and Barring Service (DBS). They also receive appropriate training in child protection, and hold First Aid Certificates. As we are an independent School, we operate our own unique form of education. This is, in many ways, very different from what a student may have experienced in the mainstream sector. However, we remain mindful of the need to maintain a wider perspective in terms of accepted educational methods and innovations. We are therefore always keen that our staff attend training delivered by other educational institutions, and we encourage them to share good practice and gain continuous professional development through partnerships with mainstream schools. We are also in the process of joining a school consortium, where we will be able to offer programmes that will enable tutors to gain QTS in association with Goldsmiths, University of London.
WE HAVE ALWAYS SOUGHT TO DELIVER A GOOD EDUCATIONAL EXPERIENCE THAT MEETS THE SPECIFIC NEEDS OF EACH YOUNG PERSON REFERRED TO US. GIVEN THAT OFSTED GRADED THE OVERALL EFFECTIVENESS OF OUR SERVICE AS ‘GOOD,’ WITH SOME ASPECTS OF OUR WORK DESCRIBED AS ‘OUTSTANDING,’ WE THEREFORE CONSIDER WE HAVE BEEN SUCCESSFUL IN THIS RESPECT.

Since our incorporation as a charity in 1999, our aim has been to enable young people in difficult situations to engage with education and succeed to the highest level of achievement. We are therefore heartened that Ofsted has sought to document the following:

“WHEN ESTABLISHING THE SCHOOL, THE PROPRIETOR HAD A CLEAR VISION AND A PRAGMATIC STRATEGY BASED ON A DESIRE TO HELP YOUNG PEOPLE IN DIFFICULTY. THIS HAS BEEN TURNED INTO A REALITY.”
After many years working as an Alternative Provision, The Complete Works became registered as an Independent School in April 2013. It is a requirement that the Office for Standards in Education (Ofsted) should conduct an inspection in a school’s first year of operation and as a consequence we were inspected in February 2014.

We are particularly proud that the quality of our teaching is considered as ‘good,’ and that the individual support we give to students sometimes results in their gaining ‘outstanding progress.’ We have also received recognition for ways in which our tutors use their professional skills in the creative arts to motivate students to learn. Our staff have been described as ‘well qualified,’ and our in-service training as ‘good quality,’ which has undoubtedly led to our success.

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<tr>
<th>INSPECTION DATES</th>
<th>11 - 13 February 2014</th>
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<tbody>
<tr>
<td>OVERALL EFFECTIVENESS</td>
<td></td>
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<tr>
<td>Pupils' achievement</td>
<td>GOOD</td>
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<tr>
<td>Good</td>
<td>2</td>
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<tr>
<td>Pupils' behaviour and personal development</td>
<td>Good</td>
</tr>
<tr>
<td>Quality of teaching</td>
<td>Good</td>
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<td>Good</td>
<td>2</td>
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<tr>
<td>Quality of curriculum</td>
<td>Good</td>
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<td>Good</td>
<td>2</td>
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<tr>
<td>Pupils' welfare, health and safety</td>
<td>Good</td>
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<tr>
<td>Leadership and management</td>
<td>Good</td>
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<td>Good</td>
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This school is good because

- Despite students’ troubled backgrounds, overall, they make good progress academically and in their personal development.
- Students’ achievement in English, Mathematics and Science is good.
- Students are not on the roll of this school for very long but teachers have found a way to help them progress well in this short period of time.

- Students leave the school much more confident and all move on to further education or get jobs.
- Leaders and managers have been effective in establishing a successful school in a short period of time. In particular, they have ensured good achievement and good teaching. They have a clear vision for further development and this vision has been translated into a challenging but realistic development programme.

Ofsted were clearly impressed by our students’ behaviour and achievements, and we are delighted that recommendations have been made to the Department of Education that we should increase our intake. We will therefore continue to expand our service, to accommodate more young people in our existing group provisions and also create additional groups in other locations throughout London and the surrounding areas.

The full published Ofsted report can be downloaded as a PDF, by visiting the Ofsted website (at www.ofsted.gov.uk) and searching for The Complete Works Independent School. It can also be found by using the following link:

http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/139601
CELEBRATING ACHIEVEMENTS

IT IS IMPORTANT THAT ALL ACHIEVEMENTS ARE RECOGNISED AND THAT WE SUPPORT ALL STUDENTS TO ATTAIN THE NECESSARY QUALIFICATIONS TO ENABLE THEM TO MOVE ON TO THE NEXT STAGE OF THEIR CAREER DEVELOPMENT.

We are registered as an Exam Centre with The Joint Council for Qualifications (JCQ) and students are able to sit GCSE, Entry Level and Functional Skills examinations with us. Subjects currently examined at GCSE level are: English Language, English Literature, Mathematics, Science, Additional Science and Media Studies.
Other achievements are also celebrated through the Assessment and Qualifications Alliance Board’s AQA Unit Awards. The Unit Award Scheme (UAS) is a 'can do' accreditation scheme for recognising learning and success. It rewards participants for personal progress and achievements that are often not recognised by more formal qualifications. Used with students of all ages and abilities, the scheme covers virtually all subject areas and activities from Pre-entry to Level 3. As an on-demand scheme, students complete units and receive certificates throughout the year.

We also assess students for vocational qualifications, such as the Arts Award, which recognises both practical and academic achievements in the Arts.

The Arts Award is a range of unique qualifications which supports anyone up to 25, to grow as artists and arts leaders, inspiring them to connect with and take part in the wider arts world through taking challenges in an art form of their choice. Through the Arts Award young people gain a nationally recognised qualifications, enabling them to progress into further education and employment.

We are also a participating organisation in the Jack Petchey Award Scheme. Established in 1999, the Jack Petchey Foundation makes grants to programmes and projects that benefit young people aged 11-25. The Award Scheme is a reward and recognition initiative, which enables schools and youth organisations to celebrate the achievements of their young people, as well as receive additional funding. We are able to nominate students to receive an award every six weeks and successful applicants are able to attend a public award ceremony, where they receive medals and certificates in recognition of their personal efforts and endeavours.
We are proud that our results are excellent for 2014. As the level of ability of our students differs greatly from year to year, it is difficult for us to compare one year against another. However, the results show that we have achieved higher grades over all and that a greater number of students have succeeded in gaining nationally recognised qualifications this year.

**Excellent**

**Pass Rates for GCSE**

We consistently achieve high pass rates at GCSE: This diagram shows that this year we have achieved a 92% pass rate.

- A-G (92%)
- U (0%)

Our students also achieved a 95% pass rate for Entry Level Certificate exams and a 52% pass rate for Functional Skills exams.

We are also able to boast that, upon the point of leaving our school, students achieved an impressive 0% NEET rate. Therefore, all students left to go on to further their Education, gain Employment or enter Training.
NUMBER OF STUDENTS ENTERED FOR GCSE

This line graph shows that the number of students entered in GCSE has been increasing since 2010 with a 20% increase in the number of students entered in 2014. This is a positive sign that we are enabling more students to achieve more qualifications.

A*-C GRADES
ABOVE AVERAGE ACHIEVEMENTS IN GCSE.

This bar chart shows the percentage of exams that have been graded A*-C for 2013 and 2014. Given the increase of entries for GCSE in 2014 we are very pleased to see a rise in these grades.

PASS RATES FOR INDIVIDUAL SUBJECTS

This bar graph shows that our pass rates for individual subjects are excellent this year. It is good to see students doing so well in these core subjects.
VENUES & FACILITIES

OUR VENUES

THE COMPLETE WORKS INDEPENDENT SCHOOL OPERATES IN A NUMBER OF VENUES THROUGHOUT LONDON AND THE SURROUNDING AREAS, SUCH AS YOUTH CLUBS, COMMUNITY CENTERS AND LIBRARIES. VENUES ARE CHOSEN ACCORDING TO THE SPECIFIC NEEDS OF THE YOUNG PEOPLE REFERRED TO US AND LOCATIONS ARE CHOSEN ACCORDING TO THE DEMAND FOR US TO WORK IN A PARTICULAR AREA.

We refer to the spaces where young people study in each venue as a ‘Campus’. Each Campus is managed by a Head of Campus, who in turn reports to the Head of School. Facilities are hired in accordance with the particular curriculum the group is following.

WHITECHAPEL CAMPUS

SHOREDITCH CAMPUS

BERMONDSEY CAMPUS

WE WELCOME THE OPPORTUNITY TO DEVISE PROGRAMMES OF STUDY FOR NEW GROUPS OF YOUNG PEOPLE AND WE ARE ALWAYS ON THE LOOKOUT FOR SUITABLE VENUES AND LOCATIONS WHERE WE CAN DELIVER OUR WORK.