

# Treasure House London CIC

The Livesey, 682 Old Kent Road, London, SE15 1JF

**Inspection dates** 8–10 July 2015

|                                |             |          |
|--------------------------------|-------------|----------|
| <b>Overall effectiveness</b>   | <b>Good</b> | <b>2</b> |
| Leadership and management      | Good        | 2        |
| Behaviour and safety of pupils | Good        | 2        |
| Quality of teaching            | Good        | 2        |
| Achievement of pupils          | Good        | 2        |
| Sixth form provision           | Good        | 2        |

## Summary of key findings

### This is a good school

- Students, most of whom have been unsuccessful in a mainstream school setting, become much more confident learners than previously. They achieve well during the time they spend at the Treasure House. This includes those students in the sixth form,
- Most students in the main school and the few students in the sixth form make good progress. Students are very well prepared for moving on to the next stage of their education or training. Sixth-form provision is good.
- Teachers, teaching assistants and therapy staff are committed and often highly experienced in working with a wide range of vulnerable students. The quality of teaching is typically good and improving.
- The headteachers, who are also the proprietors, provide good leadership. They are knowledgeable about the work of the school.
- All policies and procedures for safeguarding are robust and rigorously monitored. Students say that the school is a safe place to be and that the school deals very effectively with any problems that may arise.
- Behaviour and attendance are good because of the outstanding support given to students and their families in promoting personal development and practical life skills.
- There are outstanding links with the referring bodies, who work closely in partnership with the school for the benefit of the students.

### It is not yet an outstanding school because

- Marking does not always tell pupils how to improve their work and they do not always respond to comments.
- The new sixth form leaders have not yet had time to fully implement their plans.
- The structures for monitoring and evaluating the work of the school are still new and have not yet had time to show positive results.

### Compliance with regulatory requirements

- The school meets the schedule to The Education (Independent School Standards) Regulations 2014, the independent school standards, and associated requirements.

## Information about this inspection

- The inspection took place with one day's notice.
- The inspector observed nine lessons or part lessons, including a learning walk. Most lessons were jointly observed with the headteachers. Discussions with all of the staff and all of the students took place, and staff responses to a questionnaire were analysed.
- The inspector listened to some students reading.
- The majority of the Year 11 students had already completed their examinations and were not on site during the inspection.
- The school's documentation was examined, including all of the statutory policies, the website, planning for subjects, records of students' progress and the welfare and safeguarding of students.
- The inspector checked the school's compliance with the regulations for independent schools.
- The inspector held meetings or telephone conversations with the referring bodies and supporting outside agencies.
- There were insufficient responses from parents and carers to Ofsted's online questionnaire, Parent View, but information was gained from feedback given to the school from parents, carers and the referring organisations.
- The school was registered in June 2014 and met all the Independent School Standards. This is its first full inspection.

## Inspection team

Sandra Teacher, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is located in a commercial area in the London Borough of Southwark. The school occupies one part of a large building that was formerly known as Livesey Children's Museum. The school has its own entrance. The proprietorial body is Treasure House (London) CIC, which consists of two directors.
- The school provides education for students aged 14 to 19. At present, there are nine students, five boys and four girls, all of whom started at different times during this academic year (2014–15). One of the students has dual registration with a secondary school. Eight students are in Key Stage 4 and there is currently one student in the sixth form.
- There are five White British students and two of African origin, one from Latin America and one from a mixed White European background.
- The students who attend the school have all been referred by two local authorities or local schools and academies in London. The school will generally accept disaffected young people with a history of disrupted schooling, including those with emotional, social and mental health difficulties. The school's aim is 'to re-engage young people who have fallen behind in mainstream education'.
- There are four students who have education, health and care plans or statements of special educational need. No students are at the early stages of learning English. None attends alternative provision.
- There are two headteachers, who are also the proprietors. There are seven teaching staff, most of whom are part-time and one of whom is a mentor. There are no middle managers.
- The school's accommodation is within a listed Grade 2 building but some specialist facilities, such as those for physical education, are off site, at the nearby Millwall Football Club.
- All students follow their own individual programmes.
- Where appropriate, students sit early entry GCSE examinations to spread the workload, and special mentoring and tutorial arrangements are in place.

### What does the school need to do to improve further?

- Strengthen leadership and management by:
  - ensuring that the monitoring of teaching and learning sets clear and measurable targets so that students achieve their best
  - implementing the newly devised plan for the sixth form.
- Strengthen the quality of teaching and students' learning by ensuring that students know how to improve their work.

## Inspection judgements

### The leadership and management are good

- The headteachers are passionate about the work of the school and their ambitious vision is shared by staff, parents and carers. Commitment and hard work in improving the school to gain registration have ensured that all the independent school standards are met.
- The school's assessment systems are not yet fully integrated. Teachers' performance targets to help staff improve are not always sharply linked to students' progress. The school already has plans in place to create a system that will link all the information available.
- Both internal and external monitoring of teaching and learning has contributed to the development of good provision and practice, as has helpful training for staff.
- The range of activities meets students' needs well and makes a significant contribution to their spiritual, moral, social and cultural development. In addition to academic subjects, a considerable emphasis is placed on developing students' personal skills and on careers advice. This successfully ensures that students develop practical skills in gardening, sewing and cooking, which will support them in their future adult lives.
- Activities are enriched by a host of valuable experiences, tailor-made to support the students in all aspects of their daily lives. These include regular visits to the local shops, restaurants and recreational activities. The location of the school enables easy exploration of London, such as visits to the Museum of London, Dickens Museum and Tate Modern. These trips not only teach the students travel skills, but also about a range of British public institutions.
- School surveys and quality assurance reports indicate that parents, carers and the placing authorities are happy with the school's work. Excellent relationships between home, the referring bodies and the school mean that there is daily ongoing communication. Staff make every effort to ensure that the students' needs are fulfilled, so that they can live normal, happy lives. As one referrer said: 'Students are nurtured and looked after in this welcoming environment.'
- Leaders have been extremely effective in fostering a range of supportive and worthwhile partnerships. They successfully draw on outside expertise to ensure that students are given the best possible provision to meet their specific needs. This includes careers advice to help them make the right choices about their futures.
- Equality of opportunity lies at the heart of the school's work, relationships are excellent, and the school has created a family atmosphere where each student and adult is valued.
- Safeguarding arrangements are rigorous and robust, and fully meet current statutory requirements. All of the staff have regular training to understand how to deal with challenging situations which relate to the students' difficulties. Checks on the suitability of staff to work with children are rigorous.
- All of the required information for parents and carers, including the safeguarding policy, is contained on the school's website. Parents and carers are informed that they will receive any policy documents or relevant information on request. All the independent school standards relating to leadership and management are met.

#### ■ The governance of the school:

- The two headteachers are the proprietors of Treasure House (London) CIC, and work as a strong unified team. They have good knowledge about all aspects of the work of the school, including the quality of teaching and students' progress.
- They work tirelessly with all of the staff and ensure that they are given the best opportunities for professional development, and that their performance is linked to salary progression.
- They ensure that all of the relevant information is on the school's website, including the safeguarding policy.
- They understand data on the students' progress well and the link with staff performance to inform decisions on salary progression. They also have a good understanding of the procedures needed to tackle underperformance.
- They keep a firm track on the additional funding received for vulnerable students. This has been used successfully to provide private tutoring and textbooks for students to use at home and has had a positive impact on their learning.
- They have worked with external consultants on school self-evaluation and this agreed with the inspection findings.
- They ensure that all of the independent school standards are met and invite a range of appropriately qualified consultants to support them in keeping up to date with all the latest changes.

**The behaviour and safety of pupils****are good****Behaviour**

- The behaviour of students is typically good and records show that there have been dramatic improvements in their communication and social interaction skills. These improvements are carefully recorded so that the clear plans can be constantly modified to guide responses when students' behaviour sometimes dips. These strategies have worked very successfully.
- Learning takes place in a calm and purposeful atmosphere. Students have positive attitudes to learning, moving between short periods of intensive teaching and their chosen reward activities without difficulty.
- The management of students' behaviour is very effective. Staff know students very well and are adept at recognising triggers that indicate increasing stress and anxiety.
- Staff are skilful at managing transitions, both during the day and to new activities, to minimise upset to students and to maximise the time for learning. For instance, preparations to support independent travel or to take examinations are carefully and thoughtfully managed to enable students to succeed.
- Students have the opportunity to contribute to explore and develop opinions, through the discussion of a range of school and news issues, environmental problems and community projects. Through decision-making, negotiation, listening and interacting with others, the students have a strong voice within the school. Comments from an anonymous 'Thoughts' box are read out at assemblies and students describe the school as: 'Good, caring and fun'.

**Safety**

- The school's work to keep the students safe and secure is good. Policies and procedures are fully in place to safeguard students and to ensure that safe recruitment procedures are followed.
- High levels of staffing mean that students are very well supervised. Staff are alert to the harm which students may cause themselves as a consequence of their special needs. Praise and constant rewards are used well to reinforce positive behaviours.
- Considerable emphasis is placed on extending students' understanding of risk as regards their sexual health, internet safety, including cyber bullying, and homophobic bullying or preventing indoctrination in extremism. This helps them manage risk and prepares them for life in modern Britain. For example, before undertaking trips, such as to a trampoline park, students take part in a collaborative risk assessment. In science or food technology lessons, students are reminded that they are dealing with dangerous substances such as copper sulphate and should consider health and hygiene issues.
- Attendance improves for many compared to that in their previous schools and is improving year on year. Very few remain persistent absentees and the school is working to improve attendance. As a result, all the independent school standards are met for welfare, health and safety

**The quality of teaching****is good**

- Teaching is good because it is generally matched well to the personal and academic targets of each student. Lesson planning ensures that students work consistently towards their personal and academic targets. However, literacy and numeracy targets are not always emphasised sufficiently in the learning time. This leads to some missed opportunities for students to develop these skills across all subject areas. There are also missed opportunities to use a wide range of methods to overcome barriers to learning, particularly in the support of writing skills.
- Sessions are carefully timed to make the most of students' concentration spans. This was seen in a lesson in computing, where students are focusing on listening skills and learn to carefully follow instructions. They produce presentations on cake-baking and use publishing software to create posters.
- Rewards are used very effectively to mark each small success in learning. Short breaks are then created, in which students enjoy choosing their own activities.
- All members of staff are encouraged to make use of a range of communication techniques that build well on speech and language therapy. They speak clearly and appropriately, encouraging students to recognise social cues and listen to others. Examples of this are the way in which students describe different art techniques or how to play ball games or make a meal.
- There are specific lessons for guided reading and improving the use of learning through the teaching of phonics (letters and their linked sounds), or reading with expression. Achievement and progress, particularly in reading, are good because teachers make the learning relevant and fun. Vampire stories, Harry Potter and Romeo and Juliet are some of the texts studied, and the learning is reinforced through the use of drama.

- A range of effective approaches, including questioning, is supportive in gauging how securely students have grasped what is taught. In a GCSE mathematics lesson for the most able, students produced their own tessellation patterns. The structure of the lesson and the skilled support of the teacher in responding to students' questions demonstrated good learning and teaching.
- Numeracy skills are well taught and linked to life skills, so that students can learn how to budget or increase their fitness through measuring their stamina.
- The majority of feedback is given verbally and there is good immediate spoken feedback so that students can correct their mistakes straight away. However, where teachers write comments about the quality of students' written work, they are inconsistent in checking if students respond to them. Sometimes, work goes unmarked.
- All parents and carers are pleased with the quality of teaching and their child's enjoyment of learning. Students told the inspector that the teachers are always there for them, and will go the extra mile.
- Leaders have ensured all the independent school standards for teaching and assessment are met.

### The achievement of pupils

**is good**

- The achievement of students is good because of the good progress they make whilst on roll at Treasure House. Most students have made limited progress before they start the school, often as a result of persistent absence from school or breakdown of previous placements. They are all able to go on to continue their education. For example, of those who completed their Year 11 programme in 2014, two went on to the school's sixth form and others gained college placements. The more able secured GCSEs, in English and mathematics, art and design and biology. Those who find learning more difficult achieved functional skills accreditation in English and mathematics. The present Year 11 is also predicted to achieve similar successes.
- The abilities of the most able students are recognised. Where appropriate, they sit their GCSE examinations early to spread the workload, and special mentoring and tutorial arrangements, often in partnership with the local secondary schools, are put in place. Due to this specialised arrangement, a student has been able to access Health and Social care as well as BTEC science.
- English has improved a little more than mathematics and this is partly due to students' previous failures and anxieties about mathematics. The school makes good use of all additional funding to provide one-to-one support, if students need any additional help to reach their potential.
- The school identified that the previous results in biology were limited by the amount of exposure of the students to the wider science programmes usually studied in schools. Year 10 now has access to the wider science curriculum. This will help students to reintegrate into mainstream, and also have the opportunity to progress onto science-based courses at post-16 level.
- Expertise in physical education and art plays an important role in students' enjoying and making good progress in their physical and creative development. Music is explored during activity week and drumming sessions generated a lot of interest as students began to learn how to play.
- Achievement in personal development is outstanding and lies at the heart of the school. Students are very well prepared for their future lives through personal, social and health and economic education lessons. Together with the mentoring support, this makes an important contribution to students' spiritual, moral and cultural development. Students enjoy assemblies on a wide range of exciting topics, learning about different faiths and cultures.
- The use of a therapeutic approach education, which covers speech and language, art and music, makes an outstanding contribution to students' learning. It very effectively supports the ways in which students are given opportunities for learning and working with their peers. Both the one-to-one and the group work give careful consideration to students' barriers to learning. Excellent progress has been made by helping students to be motivated and keen to learn. This has a positive impact on their overall progress and achievement. Leaders have ensured all the independent school standards for students' achievement are met.
- Parents are very proud of their children's achievements. One mother wrote, 'My daughter has done fantastically well at Treasure House. She managed to achieve 4 GCSEs in just a short time after missing almost two and a half years of school. Great place and she loved every minute of it.'

**The sixth form provision****is good**

- The new sixth form provision has made a strong start in providing a good quality education. Students make good progress. They reinforce their qualifications by resitting examinations to gain even higher qualifications in English and mathematics.
- Relationships between students and staff are positive, behaviour is good and staff are proud of their students and keen for them to do well. Students are safe and well looked after. They are effectively supported in lessons and in their free time. Staff are friendly and students know there is always someone to talk to.
- The sixth form curriculum ensures that students have the opportunity to learn about the wider world and to develop their own independence skills. They have regular trips, for example to the local shops to buy ingredients for their food technology projects. They learn about the world of work, and practise applications and interviews. They also engage in and enjoy outdoor education where they experience team building and physical activities at the local Millwall Football Club.
- Teaching is good and students were, appropriately at this time, learning about booking a holiday or buying a car.
- The leadership and management are good, although the new plans still require time to be put into practice, as final numbers for the coming academic year are still not fully known.

## What inspection judgements mean

| School  |                      |
|---------|----------------------|
| Grade   | Judgement            |
| Grade 1 | Outstanding          |
| Grade 2 | Good                 |
| Grade 3 | Requires improvement |
| Grade 4 | Inadequate           |

Detailed grade characteristics can be viewed in the *Non-association independent school inspection handbook* which is published on the Ofsted website: [www.gov.uk/government/publications/non-association-independent-school-inspection-handbook](http://www.gov.uk/government/publications/non-association-independent-school-inspection-handbook).

## School details

|                                |          |
|--------------------------------|----------|
| <b>Unique reference number</b> | 141031   |
| <b>Inspection number</b>       | 462896   |
| <b>DfE registration number</b> | 999/1373 |

This inspection was carried out under section 109(1) and (2) of the Education and Skills Act 2008, the purpose of which is to advise the Secretary of State for Education about the school's suitability for continued registration as an independent school.

|                                               |                                            |
|-----------------------------------------------|--------------------------------------------|
| <b>Type of school</b>                         | Special School                             |
| <b>School status</b>                          | Independent                                |
| <b>Age range of pupils</b>                    | 14–19                                      |
| <b>Gender of pupils</b>                       | Mixed                                      |
| <b>Gender of pupils in the sixth form</b>     | Girls                                      |
| <b>Number of pupils on the school roll</b>    | 9                                          |
| <b>Of which, number on roll in sixth form</b> | 1                                          |
| <b>Number of part time pupils</b>             | 0                                          |
| <b>Proprietors</b>                            | Naomi Long Srikrotriam and Helen Webb      |
| <b>Headteachers</b>                           | Naomi Long Srikrotriam and Helen Webb      |
| <b>Date of previous school inspection</b>     | First inspection – Registered in June 2014 |
| <b>Annual fees (day pupils)</b>               | £19,950                                    |
| <b>Telephone number</b>                       | 02077325327                                |
| <b>Email address</b>                          | contactus@treasurehouselondon.org          |

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