

Inspection of Treasure House London CIC

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

Inspection dates: 19–21 November 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Sixth-form provision **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 enjoy attending Treasure House school. They say that they much prefer Treasure House to their previous schools. Pupils come to the school having usually been unable to cope in their mainstream school or they have refused to attend school. They appreciate the understanding, care and support they receive at Treasure House. Pupils know the staff have high expectations and want them to do well.

Strong relationships between pupils and staff promote pupils' personal development very effectively. Staff are patient when pupils are anxious or upset. They work hard to help them through these times. Pupils gain considerably in confidence. They attend much more regularly and generally behave well in lessons. Pupils feel safe in school. They know there are adults to turn to if they are worried. The pastoral support helps pupils to make the most of the academic opportunities. Parents and carers are very positive about how their children become more confident, independent and resilient.

Pupils leave with relevant experience and qualifications. This means they can go on to apprenticeships or college placements. Pupils enjoy the varied activities outside the usual lessons. Last year some pupils did work experience with a creative writing website linked to Birkbeck University. Others learned about the demands of the construction trades. Physical education (PE) in a local sports centre gives them access to facilities the school cannot provide.

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

The proprietors have improved the school considerably since the previous inspection. Staff are strongly supportive of the ethos of the school. Together, they provide pupils with high-quality care, challenge and support, so that they can succeed.

The much-improved coordination of student services has made a real difference to pupils' personal development, mental health and well-being. Parents are kept well informed. The school follows up quickly on issues, for example around attendance. Should there be a cause for concern, the staff work with families and other agencies to deal with it as quickly as possible.

The proprietors have ensured that the requirements of the independent school standards are now met. Two very experienced associate governors now work with the school. They bring more challenge and support. They check that the school complies with the law, including schedule 10 of the Equality Act 2010. Policies have been updated since the previous inspection. New policies have been implemented effectively as necessary. This has improved the management of the school. However, leaders know that they need to continue to check and update policies and procedures to keep in line with new statutory guidance.

Access to good-quality professional development has helped to improve teaching and assessment. Leaders and teachers have thought carefully about what pupils need to know, understand and be able to do. They plan courses and sequences of lessons that are well matched to individual needs. Teachers also take every opportunity to extend pupils' knowledge. For instance, the visits to Goldsmith's University enable pupils to explore design technology topics in more depth. Pupils who have additional learning needs are well supported.

Despite the school's small size, it offers a broad range of qualifications and experience. Year 10 and 11 pupils can take GCSE subjects, including in English and mathematics. The Arts Award from Trinity College, London, allows pupils to pursue their own interests in photography, music and art. They also study PE and personal, social, health and economic education (PSHEE). Pupils receive good careers education. Staff help them to complete applications for colleges and apprenticeships.

The sixth-form curriculum enables students to take AS Level courses in sciences, philosophy and English and undertake a design technology project. If a student has a particular interest, leaders try to bring in specialist staff, for example in music.

Staff manage behaviour well and help pupils to learn to manage their own behaviour. They set clear boundaries which pupils and parents understand. The reward system is used effectively. This all helps to create a good atmosphere for learning.

A history of poor attendance means pupils have gaps in their knowledge and often lack confidence. Staff mainly use GCSE or functional skills syllabuses as the basis for subject planning. They adapt and modify their planning to meet pupils' individual needs and help pupils catch up. This encourages pupils to enjoy learning.

English is a priority. All teachers are expected to include reading and writing activities in their lessons. This gives pupils a chance to practise and improve their skills. For example, in mathematics and design technology, teachers strongly promoted the use of subject-specific vocabulary. Pupils are also encouraged to write for different purposes. They read competently and confidently.

Mathematics has not had the same high priority as English. Pupils' knowledge and skills are not as strong in mathematics. Planning emphasises the importance of mastery of basic skills. Pupils practise calculation methods regularly and use them to solve problems. The guidance on how to improve their work is not always clear enough to help pupils learn from their mistakes.

In some subjects, pupils use their mathematics knowledge and skills well. In a media studies lesson, they used a Venn diagram effectively when comparing different advertisements. This approach is not used consistently enough in other subjects to reinforce understanding of mathematics.

Personal development is a very high priority. The PSHEE programme is woven through the whole-school curriculum, as well as being specifically taught. The

PSHEE scheme of work helps pupils to understand and learn to respect different beliefs and cultures. The work on British values helps them learn about their responsibilities and rights as citizens. Pupils also benefit from courses which develop their social and independent living skills.

Safeguarding

The arrangements for safeguarding are effective.

Leaders prioritise safeguarding. Staff know pupils well and are quick to pick up on any worrying signs. All staff are regularly trained in safeguarding. They know how to report issues. Pupils are well supervised and supported. Leaders work closely with parents and different agencies. They follow up concerns promptly to ensure that pupils are kept, and feel, safe.

The proprietors make thorough checks on the suitability of staff and the premises, to keep everyone safe. If any issues arise, leaders review the systems to see how they can be improved.

What does the school need to do to improve?

(Information for the school and proprietor)

- In mathematics, teaching is planned to help pupils catch up and master basic skills as soon as possible. They do not, however, always have clear enough guidance on how to improve their work. Pupils have opportunities to apply these skills in some other subjects, such as media studies, but this is not consistent. Leaders should review subject planning so that it gives teachers more guidance on helping pupils improve their work, and it identifies more opportunities for them to deepen their mathematical knowledge across a number of subjects.
- The proprietors have made good progress in implementing the action plan from the previous inspection. The new and revised systems and policies have had a considerable and positive impact, and the school now meets the independent school standards. The proprietors and governors need to ensure that these policies are regularly monitored and refined as necessary so that they continue to be effective.

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 Ofsted Parent View information 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.

If you're not happy with the inspection or the report, you can complain to Ofsted.

School details

Unique reference number	141031
DfE registration number	210/6005
Local authority	Southwark
Inspection number	10115220
Type of school	Other independent special school
School category	Independent school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Gender of pupils in the sixth form	Mixed
Number of pupils on the school roll	14
Of which, number on roll in the sixth form	7
Number of part-time pupils	0
Proprietor	Helen Webb Naomi Long Srikrotriam
Chair	Helen Webb Naomi Long Srikrotriam
Headteacher	Helen Webb Naomi Long Srikrotriam
Annual fees (day pupils)	£33,000
Telephone number	020 7732 5327
Website	www.thlcic.org.uk
Email address	contactus@treasurehourelondon.org
Date of previous inspection	15–17 May 2018

Information about this school

- The school occupies the former Livesey Children’s Museum building in the London Borough of Southwark.
- The proprietorial body is Treasure House (London) CIC, which consists of two directors, who are also the school’s co-headteachers.

- Two associate governors have been appointed since the previous inspection.
- The school provides education for up to 15 pupils aged 14 to 19. Most pupils have education, health and care plans for a range of conditions, including anxiety, autism spectrum disorder, social, emotional and mental health difficulties.
- The school does not use any alternative provision. PE lessons take place off-site.

Information about this inspection

We 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. At the request of the Department for Education we specifically considered the progress the school has made towards meeting the standards.

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

- We focused deeply on English, mathematics, media studies and design technology. We visited lessons, spoke to teachers and pupils and looked at samples of their work.
- We spoke formally and informally with pupils. We joined pupils and staff at lunchtime.
- We held meetings with the joint headteachers, subject teachers and an associate governor.
- We reviewed the responses of 7 parents who completed Parent View, Ofsted's online questionnaire, 6 of whom included comments expressing their views of the school. We also took into account two additional responses from parents: one by telephone and one by letter.
- We looked at records related to behaviour, bullying, complaints and safeguarding.

Inspection team

Grace Marriott, lead inspector

Ofsted Inspector

Paula Farrow

Ofsted Inspector

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