

# Inspection of Treasure House (London) CIC

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

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Inspection dates: 14 to 16 November 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Sixth-form provision	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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Does the school meet the independent school standards?	<b>Yes</b>
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## **What is it like to attend this school?**

Pupils are safe and happy at the school, which parents and carers value. Many pupils arrive following previously poor experiences in education. Working relationships between staff and pupils are strong, which helps pupils settle in quickly. Staff know pupils well. They carefully plan pupils' individual timetables and subjects to match their academic and personal needs.

The school has high expectations of pupils. Staff make regular use of praise and encouragement. Pupils enjoy school in a calm and orderly school environment. Staff help pupils to express their emotions effectively. Pupils trust staff to listen and help them when needed.

Staff adapt learning carefully to meet pupils' needs. Leaders ensure that pupils gain recognised qualifications before moving on to further or higher education, employment or training. Pupils' talents and interests are nurtured. For example, they learn to play in the school band or participate in work experience. Through these opportunities, pupils develop resilience, determination and safety awareness. Pupils benefit from mental and physical healthcare. They make friends, take part in clubs, outings and visits, and achieve well. Pupils particularly enjoy the breadth of activities and musical performances.

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

Leaders have designed an ambitious curriculum that meets the academic and therapeutic needs of pupils. They help pupils to develop their communication skills, self-regulation and confidence to learn many subjects confidently. Leaders and staff have a sharp focus on improving the curriculum that is available to pupils. This enables pupils to secure the knowledge they require for social and academic success. In a few subjects, the range of specialist resources that pupils need in order to learn deeply is limited. For example, in science, pupils do not have opportunities to develop their practical understanding well.

The school makes sure that training for staff to deliver most of the curriculum well is in place. Leaders and staff use a range of assessment strategies to identify what pupils know and can do. Pupils get timely help when they need it. They can apply their learning in increasingly complex ways. Sometimes, the school does not make sure that the planned curriculum is implemented fully. This means that teaching does not build effectively on pupils' prior learning so that they are fully ready for new content.

Leaders show determination that all pupils can read fluently. The school helps pupils to gain a love of reading, including through the regular reading of poetry. Staff enable pupils to read confidently through regular practice and consistent approaches.

Staff are very well trained to support pupils in a calm and thoughtful way. Over time, most pupils go on to gain confidence in themselves and sustain improvements in their well-being. Leaders work effectively with pupils to improve their attendance. Pupils value what they learn about important aspects of life, such as different beliefs, lifestyles and relationships.

The school has effective strategies in place to identify any additional special educational needs and/or disabilities that pupils may have. Teachers are provided with up-to-date information on the additional learning needs of individual pupils. The school makes sure that staff receive frequent training in how to support pupils. Staff use their training effectively so that pupils are well supported to access the curriculum. Leaders ensure that pupils have access to a wide range of professional agencies, such as mental health experts, occupational therapists, counsellors, and speech and language specialists.

Pupils receive appropriate support and guidance related to further education, training, employment and careers. Almost all pupils go on to appropriate post-19 destinations matched closely to their abilities, interests and aspirations. They succeed in work experience, which enables some pupils to secure part-time jobs around their studies. Staff ensure that pupils are well prepared to be responsible young adults in society.

The proprietor body has ensured that all the requirements of the independent school standards (the standards) are met. Leaders check that the school complies with statutory guidance, including schedule 10 of the Equality Act 2010. The advisory governors provide challenge and support. They collectively ensure that leaders are acting in the best interests of pupils. Staff value the support they receive, including for their workload. The school works closely with parents and carers to build very strong links.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and proprietor)**

- In some subjects, restrictions on specialist resources limit the breadth and depth of pupils' learning opportunities. As a result, some pupils do not learn in these subjects as well as they should. The school must ensure that pupils have access to suitable resources in all subjects so that they can deepen their subject-specific knowledge and skills, particularly in science and physical education (PE).
- On occasion, the school does not make sure that the planned curriculum is implemented fully. This means that teaching in some subjects does not build effectively on pupils' prior learning. The school must make sure that pupils'

knowledge and skills are checked regularly so that they are fully ready for new content.

## **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

<b>Unique reference number</b>	141031
<b>DfE registration number</b>	210/6005
<b>Local authority</b>	Southwark
<b>Inspection number</b>	10299229
<b>Type of school</b>	Other independent special school
<b>School category</b>	Independent school
<b>Age range of pupils</b>	14 to 19
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in the sixth form</b>	Mixed
<b>Number of pupils on the school roll</b>	15
<b>Of which, number on roll in the sixth form</b>	7
<b>Number of part-time pupils</b>	0
<b>Proprietor</b>	Helen Webb and Naomi Long Srikrotriam
<b>Chair</b>	Helen Webb and Naomi Long Srikrotriam
<b>Headteacher</b>	Helen Webb and Naomi Long Srikrotriam
<b>Annual fees (day pupils)</b>	£33,000 to £40,000
<b>Telephone number</b>	0207 732 5327
<b>Website</b>	<a href="http://www.thlcic.org.uk">www.thlcic.org.uk</a>
<b>Email address</b>	<a href="mailto:contactus@treasurehouselondon.org">contactus@treasurehouselondon.org</a>
<b>Date of previous inspection</b>	19 to 21 November 2019

## 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.
- The school provides education for up to 15 pupils aged 14 to 19. All pupils have education, health and care plans for a range of conditions, including anxiety, autism, and social, emotional and mental health difficulties.
- The school does not use any alternative provision. Some PE lessons take place off site.

## 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 judgement about the quality of a school's education provision.
- This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in his evaluation of the school.
- The inspector carried out deep dives in English, mathematics, PE, and design and technology. For each deep dive, the inspector held discussions about the curriculum, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also looked at curriculum plans and spoke to leaders about some other subjects.
- The inspector spoke formally and informally with pupils.
- The inspector held meetings with the joint headteachers and with subject teachers. The inspector had telephone calls with an associate governor and a representative of the local authority.
- The inspector reviewed the responses of five parents who had completed Ofsted Parent View, the online questionnaire, including their free-text comments expressing their views of the school. The inspector also considered three additional responses from parents, one by telephone and two in person.

- The inspector looked at records related to behaviour, bullying, complaints and safeguarding.
- To evaluate the effectiveness of safeguarding, the inspector: 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.

### **Inspection team**

Phil Garnham, lead inspector

His Majesty's Inspector

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