

# Treasure House

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

## Inspection dates

15–17 May 2018

Overall effectiveness	Requires improvement
Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a school that requires improvement

- Leaders do not check closely enough that they are compliant with all of the independent school standards. During the inspection, leaders had to undertake additional work to meet some of these requirements. A very few of the independent school standards are not met, including in relation to the provision of first aid and fire safety.
- Leaders do not pay enough attention to detail when writing, reviewing and organising documentation.
- Leaders have not kept abreast of changes in legislation and guidance since the previous inspection.
- There are no arrangements for governance.
- The monitoring of the quality of education is informal, ad-hoc and not recorded.
- Too many pupils are persistently absent.

### The school has the following strengths

- Despite the shortcomings in leadership and management, Treasure House provides a good quality of education. Personalised teaching is effective in meeting pupils' needs. As a result, pupils make good progress and achieve qualifications in a range of subjects.
- Safeguarding is effective. All staff are committed to keeping pupils safe and know what to do when concerns arise. Pupils confirm that they feel safe, and say they can be themselves at Treasure House.
- A hallmark of the school is the excellent relationships between pupils and staff.
- The school promotes pupils' spiritual, moral, social and cultural development well. Pupils regularly learn about people's differences and equality.
- Pupils are prepared well for their next steps. At the end of Year 11, the overwhelming majority proceeds to college placements, apprenticeships or employment.

### Compliance with regulatory requirements

- The school must take action to meet the requirements of the schedule to The Education (Independent School Standards) Regulations 2014 and associated requirements. The details are listed in the full report.

## Full report

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

- Ensure that:
  - all the independent school standards are met consistently, by ensuring the arrangements for first aid provision and fire safety are suitable
  - leaders pay greater attention to detail in writing, reviewing and organising documentation in relation to compliance with the independent school standards and associated requirements
  - the new arrangements for governance are effective in improving the effectiveness of leadership and management
  - leaders and governors regularly check their compliance with, and understanding of, all of the independent school standards and keep abreast of changes in local and national guidance and legislation
  - leaders review the high levels of persistent absence and take further action to improve pupils' attendance
  - leaders strengthen their system for monitoring teachers so as to improve the quality of teaching further.
- The school must meet the independent school standards, as set out in the annex of this report.

## Inspection judgements

### Effectiveness of leadership and management

### Requires improvement

- Leaders do not know all the independent school standards and have not been regularly checking compliance with them. Leaders were given time to correct multiple issues during the inspection. These included updating policies, ensuring website compliance and reviewing the single central register of pre-employment checks on staff.
- Leaders have not kept up with changes in legislation and guidance since the previous inspection and are operating in isolation, without support and challenge from any form of governance.
- Leaders' recording, reviewing and organisation of documentation lack rigour.
- Some of the independent school standards were met during the inspection, and a very few are not met. Those not met relate to weak arrangements for first-aid provision and some fire-safety concerns that required action, following the publication of an external fire risk assessment on the final day of the inspection. The inspector saw evidence during the inspection that all the concerns related to the unmet standards would be resolved with sufficient urgency.
- There is no formal system for monitoring the quality of teaching, learning and assessment. There is no formal appraisal process. However, leaders know their teachers very well, including the strengths and weaknesses in provision. They are right to evaluate the overall quality of teaching, learning and assessment as good, and work well with teachers to improve practice and further develop understanding of pupils' complex needs, and how to meet them in the classroom environment.
- The curriculum meets pupils' needs and includes all the required areas of learning. Pupils have a limited, but suitable, range of accredited options. These include GCSE qualifications in English language, mathematics, art, and design and technology; A Levels in English literature and art; and a number of entry-level and functional skills courses. There is a flexible approach to adapting the curriculum to meet pupils' individual needs. Pupils also participate in themed activity weeks, first-aid training and weekly physical education sessions, and they access weekly art therapy sessions. The quality of careers education is good. As a result, pupils are prepared well for their lives after Treasure House.
- Activities, trips, visits and assemblies enhance the curriculum and develop pupils' personal development. For example, pupils contribute to charity, including to a local food bank, and they learn from visiting speakers about managing their finances, the dangers of drug abuse and sexual health. They also visit the theatre and art galleries and engage in a range of workshops. These activities, alongside termly assemblies and a weekly personal, social, health and economic education programme, have a positive impact on pupils' spiritual, moral, social and cultural development. The school supports pupils actively and effectively to become respectful, open-minded and well-rounded citizens.
- Parents, carers and placing authorities are positive about the school. They emphasise the unique nature of the provision. One parent's experience was repeated by others: 'It is a calm environment that my child can cope with; she is getting an education which she would simply not have got if we hadn't found Treasure House.'

## Governance

- There are no arrangements for governance.
- The formation of a governing body has been on the agenda for some time, but has never been realised. During the inspection, leaders successfully sought the agreement of two governors from local providers to join their new governing body.
- The intention is that the governors will support and challenge leaders to ensure consistent compliance with all of the independent school standards and associated requirements. This will include involvement in reviewing policies, analysing pupils' progress and checking that the school meets all the independent school standards.

## Safeguarding

- The arrangements for safeguarding are effective.
- The school's culture of safeguarding its especially vulnerable pupils is strong. The systems to ensure pupils' safety are clear, robust and understood. Concerns are raised quickly, documented appropriately, and referred to external agencies, as required. Leaders take effective action to minimise risks to pupils. Suitable safeguarding training for all staff, including the two safeguarding leaders, is up to date.
- The school's safeguarding policy, after revisions during the inspection, reflects the most recent statutory guidance and is available on the school's website.

## Quality of teaching, learning and assessment

**Good**

- Pupils have positive and productive working relationships with the adults in the school. These relationships, in association with a patient, caring, 'stress-free' approach, enable pupils to feel comfortable and able to learn again. As a result, pupils successfully re-engage with education, following their typically disrupted educational histories.
- Teachers, who have secure subject knowledge in their areas of expertise, plan for pupils individually; all teaching is in very small groups or one to one. This level of support enables pupils to make up for lost time and make good progress across the curriculum, including in their core reading, writing and numeracy skills.
- The personalised approach ensures that all pupils' learning needs are met, including those of the most able and those with additional learning needs. Regular and impartial information, advice and guidance from an external careers adviser additionally helps to support pupils in being ready for their lives after Treasure House.

## Personal development, behaviour and welfare

**Requires improvement**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- Arrangements for the provision of first aid are weak. There is only one trained first aider and no appropriate medical room facility. Leaders acknowledge this is a problem, and

made plans during the inspection to train all the staff in first aid in June 2018 and to develop a new medical room facility.

- Pupils confirm that they feel and are safe at Treasure House. They say they can be themselves, and know they can express themselves freely. The positive relationships between pupils and staff, and between pupils, are central to the school's success and help to facilitate pupils' personal and social development.
- Pupils learn about how to keep themselves safe and where to seek support, including in relation to online safety, sexual exploitation, drug abuse and self-harm.

## **Behaviour**

- The behaviour of pupils requires improvement.
- The majority of pupils are persistently absent. As a result, attendance levels are well below national figures. There are a number of valid reasons for pupils' absence, such as anxiety and medical appointments, and pupils typically attend Treasure House more regularly than they did their previous schools. The school supports pupils and their families well, including by liaising with the relevant external agencies. However, leaders acknowledge that there is more to do to improve pupils' attendance to school.
- Pupils' conduct is excellent. Pupils are hard-working, respectful and tolerant, and are clear that they are at Treasure House to learn and achieve their qualifications.
- Incidents of bullying or serious misbehaviour are exceptionally rare. There have been no recent exclusions or incidents requiring physical intervention.

## **Outcomes for pupils**

**Good**

- Pupils arrive with significant gaps in their education and, therefore, have typically low starting points.
- The school's information shows that pupils make good progress over time across the range of subjects. Pupils achieve good outcomes at GCSE, in functional skills and in other entry-level qualifications. Typically, these outcomes reflect good progress from pupils' starting points. Pupils progress and achieve especially well in art and design.
- Pupils make especially good progress socially, emotionally and in their personal development.
- The school prepares pupils well for their next steps. For example, of the Year 11 pupils who left the school in 2017, almost all are now in employment, successfully learning in college placements, or training and working as apprentices. The projected destinations for this year's cohort are similarly positive.

## School details

Unique reference number	141031
DfE registration number	210/6005
Inspection number	10048723

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.

Type of school	Special day school
School category	Independent school
Age range of pupils	14 to 19
Gender of pupils	Mixed
Number of pupils on the school roll	12
Number of part-time pupils	None
Proprietor	Treasure House (London) CIC
Headteachers	Helen Webb and Naomi Long Srirotriam
Annual fees (day pupils)	£27,000 to £40,000
Telephone number	020 7732 5327
Website	<a href="http://www.thlcic.org.uk">www.thlcic.org.uk</a>
Email address	<a href="mailto:contactus@treasurehouselondon.org">contactus@treasurehouselondon.org</a>
Date of previous inspection	8–10 July 2015

## 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. Most pupils have education, health and care plans for social, emotional and mental health difficulties.
- There is no separate sixth-form provision.

- The school does not make use of alternative provision. However, pupils access physical education via the Football Beyond Borders project at Brimington Park, Clifton Crescent, London SE15 2RX.
- The school's most recent inspection was a full standard inspection undertaken by Ofsted in July 2015.

## Information about this inspection

- This full standard inspection took place with one day's notice.
- The inspector observed learning in a range of subjects throughout the inspection, sometimes alongside one of the headteachers.
- The inspector met with pupils informally throughout the inspection.
- The inspector scrutinised the school's information about pupils' progress and attendance. He also looked at a range of pupils' work.
- The inspector considered the single response to Ofsted's online questionnaire Parent View. He also spoke with four parents by telephone.
- The inspector observed a staff meeting, and met several staff during the inspection, including teachers and a therapist. He also considered the six surveys completed by staff.
- The inspector considered the views of senior representatives from two placing local authorities.
- The inspector reviewed a wide range of documentation, including policies, logs and information related to safeguarding and health and safety. He toured the premises and considered additional information and evidence in relation to the independent school standards.

## Inspection team

James Waite, lead inspector

Ofsted Inspector

## **Annex. Compliance with regulatory requirements**

### **The school must meet the following independent school standards**

#### **Part 3. Welfare, health and safety of pupils**

- 12 The standard in this paragraph is met if the proprietor ensures compliance with the Regulatory Reform (Fire Safety) Order 2005.
- 13 The standard in this paragraph is met if the proprietor ensures that first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy.

#### **Part 5. Premises of and accommodation at schools**

- 24(1) The standard in this paragraph is met if the proprietor ensures that suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including—
  - 24(1)(a) accommodation for the medical examination and treatment of pupils;
  - 24(1)(b) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility.
- 24(2) The accommodation provided under sub-paragraphs (1)(a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).

#### **Part 8. Quality of leadership in and management of schools**

- 34(1) The standard about the quality of leadership and management is met if the proprietor ensures that persons with leadership and management responsibilities at the school—
  - 34(1)(a) demonstrate good skills and knowledge appropriate to their role so that the independent school standards are met consistently;
  - 34(1)(b) fulfil their responsibilities effectively so that the independent school standards are met consistently; and
  - 34(1)(c) actively promote the well-being of pupils.

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