



Arolygiaeth Ei Mawrhydi dros Addysg a Hyfforddiant yng Nghymru
Her Majesty's Inspectorate for Education and Training in Wales

A report on

Teresa House

Date of inspection: November 2018

by

**Estyn, Her Majesty's Inspectorate for Education
and Training in Wales**

About Teresa House

Teresa House is an independent special school situated in a rural setting alongside the north Wales coast. The school provides education, care and therapy for pupils aged 11 to 18 years. It is administered by Care4Children, a specialist children's services agency that has ten independent special schools across England and Wales.

Pupils who attend Teresa House are all residents in the linked children's home that shares the site.

The lead teacher has been in post since the school was established in 2015.

Main findings

Strengths

Over time, almost all pupils make strong progress in their learning and develop confidence in their ability. This confidence helps them to strive for better outcomes in the standards of their work. During lessons, almost all pupils are eager to share their knowledge and explain their ideas in an assured way to help each other achieve.

The school's provision for pupils' social and emotional needs is of a high quality. Staff know their pupils extremely well and provide valuable support which is particularly sensitive to their needs. This approach helps pupils to engage positively with their learning, as evidenced by their high attendance.

The school's holistic approach towards pupils' individual personal development is a strength, and enables pupils to acquire important life skills. Education, therapeutic and care staff meet regularly to plan, review and monitor each pupil's progress on the school's wellbeing programme. They also use these meetings to decide which context is most appropriate for exploring specific topics or issues relevant to the wellbeing programme.

Staff have a strong sense of purpose and work together extremely well to promote pupils' education and wellbeing, and to encourage high aspirations. They are agile and adapt quickly to make the most of learning opportunities as they arise, in both the short and mid-term, for their pupils.

Areas for development

The school collects a great deal of first-hand evidence about the progress of pupils and the quality of provision. However, it does not make best use of this information in self-evaluation processes.

The roles and responsibilities of leaders lack clarity.

Recommendations

The school should:

R1. Improve the use of first-hand evidence in self-evaluation

R2. Review the roles and responsibilities of leaders to ensure that they fully meet the school's needs

Progress in addressing recommendations from previous note of visit or inspection report

Recommendation 1: Increase the range of academic and vocational courses and qualifications that are offered to pupils, and that are relevant to the next stage of their learning

Since the last annual monitoring visit, the school has increased the range of academic and vocational courses and qualifications to further meet the needs of all pupils. For example, the school has engaged a mathematics teacher to provide the opportunity for pupils to work towards the GCSE in this subject.

The school has also increased the options for courses at the local further education college. These courses enable pupils to achieve nationally recognised qualifications in areas such as catering, health and social care, and hair and beauty. Beneficial use is also made of skills provision to enable pupils to attain level 1 and level 2 qualifications.

The increased qualifications that pupils access, enable them to plan suitably for their next stage of learning, which includes applying for courses in further education or apprenticeships.

Recommendation 2: Give pupils enough time to reflect when asked questions or given tasks to do

Teaching staff have taken suitable actions to ensure that pupils have enough time to reflect when asked questions or when given tasks to do. For example, staff now encourage pupils to share their knowledge and ideas more rather than involving themselves too quickly in providing answers. Staff also encourage pupils to research answers from a range of sources including greater use of dictionaries and classroom displays and resources.

These improvements in the nature and quality of staff responses are helping pupils to manage their own learning better.

Recommendation 3: Ensure that self-evaluation processes clearly identify strengths and areas for development and inform planning

The school has improved its self-evaluation processes to identify appropriate strengths and areas for development. However, although the school's self-evaluation report is mostly an honest reflection of practice that captures the ethos and character of the school, it does not always make best use of first-hand evidence to inform judgements.

The school development plan reflects the findings from the self-evaluation report mostly well. The plan has clear objectives and measurable targets that the school is using effectively to inform planning.

Compliance with the standards for registration

Standard 1: The quality of education provided by the school

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 2: The spiritual, moral, and cultural development of pupils

On this visit, Estyn did not inspect Standard 2.

Standard 3: Welfare, health and safety of pupils

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Standard 4: The suitability of proprietors and staff

On this visit, Estyn did not inspect Standard 4.

Standard 5: Premises of and boarding accommodation at schools

On this visit, Estyn did not inspect Standard 5.

Standard 6: The provision of information

On this visit, Estyn did not inspect Standard 6.

Standard 7: The manner in which complaints are to be handled

On the basis of this visit, there is no evidence to indicate that the school does not meet the regulatory requirements for this standard.

Recommendation regarding registration

When considering this school's registration the Welsh Government may wish to have regard to the following recommendation:

On the basis of this visit, there is no evidence to indicate that the school does not meet the requirements of the Independent School Standards (Wales) Regulations 2003.

Inspectors' judgements on this limited inspection should not prejudice the findings of a future full Section 163 inspection.

Copies of the report

Copies of this report are available from the school and from the Estyn website (www.estyn.gov.wales)

The report was produced in accordance with section 163 of the Education Act 2002. The main purpose of inspection under this section is to report on compliance with the Independent Schools Standards Regulations 2003. In schools that provide non-maintained nursery education, this report also satisfies the requirements of Schedule 26 of the School Standards and Framework Act 1998.

Every possible care has been taken to ensure that the information in this document is accurate at the time of going to press. Any enquiries or comments regarding this document/publication should be addressed to:

Publication Section

Estyn

Anchor Court, Keen Road

Cardiff

CF24 5JW or by email to publications@estyn.gov.wales

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