



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

A report on

Teresa House

Date of inspection: February 2023

by

Estyn, His Majesty's Inspectorate for Education

and Training in Wales

About Teresa House

Teresa House is an independent special school situated in a rural setting on the north Wales coast.

The school provides education, care and therapy for girls aged 11 to 18 years. It is owned by Your Chapter, a children's services agency that has 15 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 headteacher has been in post since September 2021. The headteacher also has a teaching role and is supported by one teaching assistant.

The work of the school is overseen by the executive regional head and director of education, who are both new in post this academic year.

Main findings

Strengths

Teresa House school provides a nurturing environment where staff develop highly effective working relationships with pupils. They know their pupils' needs and abilities well, and they plan carefully to address these. In lessons, they provide encouraging feedback, which helps pupils to stay on task.

Pupils are respectful of staff, each other and visitors. Over time, they gain in confidence and become more resilient. They learn to persevere and celebrate their achievements and the achievements of others.

Pupils benefit from a flexible curriculum with a beneficial focus on their well-being, for example through the school's therapeutic offer and well-being sessions such as aromatherapy.

Overall, during their time at the school, pupils make suitable progress in their learning and engagement with education.

Areas for development

The headteacher shares all teaching responsibility with one teaching assistant. This is a significant reduction in staffing since the last visit and limits the range of relevant knowledge and experience at the school to deliver the curriculum. Further, this restricts the time available for the headteacher to plan strategically to move the school forward.

There have been recent changes to leadership at an organisational level. Quality assurance processes are insufficient and do not provide leaders with a clear understanding of the strengths and areas for development of the school.

Leaders monitor attendance closely and review it through regular multidisciplinary team meetings. As a result, nearly all pupils have improved their attendance during their time at the school. Nevertheless, pupils do not attend school well enough.

Recommendations

The school should:

- R1 Secure a staff team with relevant skills and knowledge to engage and challenge all pupils successfully
- R2 Strengthen strategic oversight of the school, to ensure that the headteacher is suitably supported and challenged
- R3 Improve pupil attendance

Progress in addressing recommendations from previous visit or inspection report

R1. Review the frequency and requirements of headteacher written reports to the company to ensure that these arrangements are proportionate

Since the time of the core inspection there have been changes at all levels of leadership at the school. As a result, leaders have made wholesale changes to the processes for quality assurance, including recording and reporting.

R2. Improve accommodation to ensure that pupils have access to a quiet study area

Pupils have access to a quiet area both within the children's home and as part of their therapeutic provision.

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

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

On this visit, Estyn did not inspect Standard 7.

Recommendation regarding continued 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 (<http://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 publication. Any enquiries or comments regarding this document/publication should be addressed to:

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