



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 2024

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.

Currently there are three pupils at the school, aged 13,14 and 16. They are taught together within one class.

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

The interim headteacher has been in post since February 2024. The work of the school is overseen by the executive regional head teacher.

The school's last annual monitoring visit was in February 2023 when the school met all of the Independent School Standards, required for continued registration.

Main findings

Strengths

The school provides a calm and nurturing environment where nearly all pupils respond positively and thrive. Staff know and understand the pupils' needs very well and build trusting working relationships with them. This helps to create a culture of mutual respect.

Pupils make strong progress in their learning during their time at the school. Most pupils attend the school regularly and talk with pride about their achievements and aspirations.

The school's holistic approach towards pupils' individual personal development is a strength and enables pupils to acquire important life skills. Further, pupils' well-being and learning experiences are enhanced by effective and meaningful use of nearby open spaces.

Staff make effective use of their knowledge of pupils to tailor learning opportunities that are well matched to pupils' needs and interests. The school's curriculum offer is effective, flexible and responsive to pupils' contexts. The school makes effective use of accreditations to motivate and validate pupils' progress. For example, the use of self-selected unit Awards to reflect pupils' interests and recognise their achievements.

The quality of teaching at the school is strong. Staff work together well to promote pupils' learning and well-being. They adapt quickly during lessons to make the most of learning opportunities as they arise.

Leaders at the school are enthusiastic and have a clear sense of purpose. As a result of strong working relationships they have successfully established a clear, shared vision for all staff which underpins all aspects of the school's work.

Areas for development

Senior leaders provide suitable strategic leadership at the school. Their work has been effective in securing improvement and responding to the recommendations of the last monitoring visit. However, newly established quality assurance processes do not focus sufficiently on pupils' progress and the standards they achieve.

Recommendations

The school should:

- R1 Further develop processes for quality assurance and improvement planning to focus on pupils' progress and the standards they achieve.

Progress in addressing recommendations from previous visit or inspection report

R1. Secure a staff team with relevant skills and knowledge to engage and challenge all pupils successfully

Following the previous monitoring visit, and significant recent changes in leadership, the school has taken effective measures to secure a staff team with relevant skills and knowledge. As a result, the school is now able to provide a bespoke curriculum that responds to pupils' needs and interests well. A new headteacher is now in place, whose role includes teaching responsibilities. In support of the introduction of specific GCSE courses, a specialist member of teaching staff from a sister school has been employed on a permanent, part time basis. Effective professional learning has been provided for teaching staff.

R2. Strengthen strategic oversight of the school, to ensure that the headteacher is suitably supported and challenged

Since the last monitoring visit, the company's wider organisational leadership team has put in place appropriate structures and procedures for strategic oversight of the school. Under the leadership of the executive regional headteacher, there is now a suitable focus on both quality assurance work and professional learning for all staff. Highly effective professional relationships have been established between leaders and staff at all levels. However, documented quality assurance work is too often focused on elements of teaching practice rather than pupil outcomes. The links between quality assurance, professional development and pupil progress are in the early stages of being established.

R3. Improve pupil attendance

Following the last monitoring visit, leaders at the school have secured notable improvements in the rates of attendance. They have implemented effective strategies that have had a positive impact on pupils' attendance. Leaders at the school have outlined a clear strategic vision for securing good attendance. Staff monitor attendance closely and review it through regular multidisciplinary team meetings. Pupils understand the new, consistent expectations well. As a result, pupils' rates of attendance at the school have improved significantly.

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

Standard 3: Welfare, health and safety of pupils

On this visit, Estyn did not inspect Standard 3.

Standard 4: The suitability of proprietors and staff

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 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 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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