



TALBOT HOUSE

SEF

September 2019

C Smiles

Head Teacher



Context

Our aim is to inspire young people to become resilient, motivated and successful adults that equip them to meet the challenges of today and the future. We do this by creating a positive, supportive and stimulating environment that promotes their development, academically, spiritually and socially.

Talbot House is a charitable trust and is registered as a non-maintained special school. The CEO oversees the Trust, with the Head Teacher of the school and residential manager of the care home. Talbot House School caters for pupils, aged 5-18, who have complex and chronic social, emotional and mental health difficulties of sufficient severity to seriously impede general progress in mainstream schools. Currently all pupils have an EHCP (Education health care plan).

We currently have pupils from 5 local authorities, North Tyneside, Northumberland, Newcastle, South Tyneside, and Gateshead. However, we also welcome pupils from other authorities.

Many pupils have experienced elements of social, economic, and emotional disadvantage as well as failing in their main stream setting failing, usually resulting in disengagement, attendance and anxiety in relations to education.

Talbot House School comprises of both primary and secondary. We currently have pupils ranging from Keys Stage 2 through to Key Stage 4, although registered, we currently do not have Key Stage 1 or Key Stage 5 pupils. We have recently opened our new development, ACES, this is for our most complex pupils where pupils needs are based on stage not age. We currently have 5 pupils with the expectation that a further 5 pupils will join us.

The majority of pupils improve their attendance compared to their previous provision. They re-engage with learning and make progress academically and socially over time. We offer a range of qualifications, from AQA accreditation, Entry Level 1, 2 and GCSE's. Thrive is embedded across the school enabling us to measure progress of pupils' social skills. Our curriculum is designed to meet the needs of individual pupils. We believe our curriculum is broad, balanced and personalised. We review this throughout the year to ensure that the needs of each pupil are met. Parents and carers recognise this and acknowledge that their children are happy to be at the school and show marked improvements from some of their previous establishments.

Talbot House School was inspected 15 – 16th May 2019 when it was identified overall as “required to improve” but with ‘good’ for personal development, behaviour and welfare. This was a Section 8 over two days.

The main findings of this visit states:

The school has the following strengths:

“The highly ambitious new head teacher, with the support of the trust, is starting to bring about the necessary changes”.

“Staff are positive about the changes and are well supported by the head teacher. This is having a positive impact on improving the quality of teaching and pupils’ outcomes”.

‘The school provides a safe and nurturing environment for pupils to learn. Pupils feel safe.

‘Effective support is provided to ensure that pupil’s wellbeing and mental health needs are met. Relationships between staff and pupils are very positive. Pupils enjoy school as a result. The majority of pupils’ behave well in lessons when the work they are asked to complete meets their needs and interests.

Our last inspection was based on the old framework:

Effectiveness of leadership and management,

Quality of teaching, learning and assessment,

Personal development, behaviour and welfare,

Outcomes for pupils

The heading for the new OFSTED framework are:

The quality of education

Behaviour and attitudes

Personal development

Leadership and management

Grade descriptors do not always match the previous framework therefore the 'best fit' has been used to identify strengths and weaknesses for the SEF and SDP

We currently have 39 pupils in total on roll. (*as of September 20th 2019)

This breaks down as:

09 Key Stage 2 pupils

18 Key Stage 3 pupils

12 Key Stage 4 pupil

Key Stage	Year	No	Male	Female	LAC
1	1	0	0	0	0
	2	0	0	0	0
2	3	0	0	0	0
	4	3	3	0	0
3	5	2	2	0	1
	6	4	4	0	1
3	7	8	8	0	1

	8	2	1	1	0
	9	8	5	3	1
4	10	6	6	0	2
	11	6	3	3	2
Total		39	32	7	8

Pupils who attend Talbot House all have an Education Health Care Plan (EHCP). The majority of pupils have multiple difficulties identified in their EHCPs. Pupils who come to Talbot House may have been permanently excluded from previous schools including other Special Schools, at risk of permanent exclusion or their placement has broken down because of their high needs. Many pupils have had negative experiences of school and failure prior to arrival. Most have had significant breaks in attendance prior to placement at Talbot House. Pupils can be admitted at any time throughout the year. We admit pupils from all years, from year 1 up to year 11.

On entry, the majority of pupils' attainment is below expected in terms of both curriculum and social and emotional development. Their social development, when assessed (Thrive), is usually 'being'. Little information is available prior to entry due to the pupil's attendance at the previous provision. Therefore it is important that we baseline all pupils on entry to identify skill gaps, so they can make progress during their time at Talbot House. Baseline consists of assessments in writing, reading and numeracy; subject teachers will assess pupils in their own subject area. Thrive Profiles are used to build an invaluable resource, to support staff to plan and develop precise and accurate understanding of pupils' emotional and behavioural difficulties. IEPs and pupils' support plans are generated within two weeks of entering school, or following an annual review of their EHCP so that all staff members have a greater knowledge.

Prior attainment (when available), social services reports and other information are gathered through the referral process (home and school visits). We have a robust referral process during which time we build relationships between pupils/families and school. Our referral process allows us the opportunity to understand the needs of the pupil and their barriers to learning.

Quality of Education

Ofsted judgement (based on the previous framework): Requires Improvement

Head teachers Judgement: Requires Improvement

School improvement partner judgement: Requires Improvement

Strengths:

- The teaching of phonics is having an increasingly positive impact. Pupils use their phonics knowledge to help them to read and spell.
- The teaching of writing in primary phase is improving. Measures are in place to ensure that pupils understand the importance of the structure of their sentences and the content of their writing.
- Teaching is stronger in the secondary phase and teachers use their strong subject knowledge to engage and motivate pupils.
- Long-term targets contained in pupils' EHC plans are broken down into smaller, more achievable targets which then form the pupils' individual education plans. Teachers use the individual education plans to support them when they are planning lessons and activities for pupils. As a result, pupils make smaller steps of progress which help them work towards their long-term goals.

- Pupils in Nurture are very well supported. Their complex needs are understood by all staff working with them. A wide range of activities are on offer which engage and promote learning. The designated outdoor space is used productively to provide further learning experiences.

Areas to develop (section 8 May 19):

Improve quality of education by ensuring that:

- The quality of teaching is consistent across subjects and year groups.
- Teachers and other staff have high expectations of how much pupils can achieve and provide challenge to ensure good progress.
- Support staff provide an appropriate level of support to develop independence and enable pupils to think for themselves.
- Pupils' skills and knowledge improve because the quality of teaching is consistently good. Pupils are given sufficient time to practise their skills, particularly in English and mathematics
- School's arrangements to assess pupils' skills and knowledge when they start school is robust, providing a reliable starting point on which to measure how much progress pupils make over time.
- The most able pupils make good progress because teachers' expectations of what these pupils can do is accurate and work provides appropriate challenge.
- Staff planning and practice reflects support plans and IEP

Next steps and actions autumn term 2019:

Improve quality of education	
Actions	Impact
<p>1. Fortnightly teachers peer to peer meetings, with the focus to improve the overall quality of teachers marking, feedback and pupil response</p> <p>2. The literacy coordinator tracks reading/literacy progress half termly to identify pupils below chronological age and those not making expected progress. This will inform planning and targeted interventions</p>	<p>1. Teachers ensure that feedback allows pupils to reflect, repair and move forward</p> <p>2. Pupils are confident readers and can apply across their curriculum</p> <p>3. More able pupils have opportunities to access higher level learning</p> <p>4. The curriculum is planned and sequenced to ensure progression of skills and knowledge to prepare pupils for future learning and employment. Pupils enjoy lessons, their curriculum is personalised</p>

<ul style="list-style-type: none"> 3. Focus on work scrutiny to identify level of challenge for all, particular for the more able 4. Revise the curriculum to ensure it is fit for purpose, broad and balanced, and the enrichment program is effective and linked to extended learning 5. Revise the enrichment program to ensure it is focused and linked to pupils' individual need 6. The SENCO will monitor, track and action IEP outcomes 7. Develop a new data assessment tool to enable robust tracking that is clear to understand and shows progress for all pupils 8. Introduce PLC's (personalised learning checklists) to evidence progress in foundations subjects 9. Baseline assessments will be in place for new admissions, in reading, writing and numeracy, individual subjects will prepare a baseline. All assessments will be standardised to ensure their starting point is accurate 	<ul style="list-style-type: none"> to their needs and support learning both socially, emotionally and academically 5. Pupils have opportunities to develop their social skills as well as strengthen their learning through a well organised and linked enrichment program 6. All staff have information to support all pupils. This allows the pupils to make a smooth transition into and across school. EHCP outcomes are met 7. Progress is clear and consistent across the whole school to allow pupils to achieve their potential. Progress can be tracked with more accuracy and gaps addressed 8. Evidence of progress in foundation subjects 9. Accurate baseline data that allows progress to be measured from starting point
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Behaviour and Attitudes

Ofsted judgement (based on the previous framework): requires improvement

Head teachers Judgement: requires improvement

School improvement partner judgement: requires improvement

Strengths:

- The school's work to promote pupils' personal development and welfare is good.
- Good progress is made by pupils in improving their personal development and well-being due to the strong and positive emotional support provided by staff. They understand the complex needs of the pupils and ensure that their well-being needs are met.
- Pupils enjoy their time at school. They report that they enjoy most of their learning and they have positive relationships with staff. Pupils enjoy receiving the rewards that are available to them for positive behaviour and good work.
- Pupils understand what bullying is and are confident that should any bullying occur, they could speak to someone about it and it would be addressed.
- The school's provision for pupils' emotional well-being is strong. Pupils have many opportunities to work individually with trained staff

Areas to develop (section 8 May 19):

Improve behaviour and attitudes by ensuring that:

- Attendance rates are higher than in previous placements. Leaders have systems in place to reduce persistent absence of some pupils and attendance improve.
- All staff have high expectations and are consistent in their approach to manage behaviour effectively
- All staff contribute to building a positive and respectful culture and build resilience

Next steps and actions autumn term 2019:

Behaviour and Attitudes	
Action	Impact
1. Focus on improving attendance of pupils whose attendance falls between 80-90% through incentives and rewards	1. Pupils' attendance improves 2. We have a better understanding of needs for pupils which results in improved attendance or change of placement

2. Working with authorities and other external agencies to identify geographical, social and SEND factors which negatively affect attendance

Personal development

Ofsted judgement (*based on the previous framework:* **Good**)

Head teachers Judgement: **Good**

School improvement partner judgement: **Good**

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- Pupils enjoy their time at school. They report that they enjoy most of their learning and they have positive relationships with staff. Pupils enjoy receiving the rewards that are available to them for positive behaviour and good work.
- Pupils understand what bullying is and are confident that should any bullying occur, they could speak to someone about it and it would be addressed.
- The school's provision for pupils' emotional well-being is strong. Pupils have many opportunities to work individually with trained staff.
- Leaders provide impartial careers advice and guidance to enable pupils to make informed choices about their future.

Areas to develop:

Improve Personal development by ensuring that:

- Build on pupils' knowledge to prepare for adulthood
- Develop pupils' confidence, resilience and knowledge to ensure they are mentally healthy

Next steps and actions autumn term 2019:

Personal development	
Actions	Impact
<ol style="list-style-type: none">1. Develop pupils knowledge about preparing for adulthood through PSHE, house groups, assemblies and enrichment2. Develop an ethos across the whole school that allows pupils to build confidence and resilience through the enrichment program, curriculum, and PSHE	<ol style="list-style-type: none">1. Pupils are better prepared for adulthood, with a greater awareness of choices2. Pupils are confident learners, have a 'can do attitude' and resilience that prepares them for life

Leadership and Management

Ofsted judgement (based on the previous framework): Requires Improvement

Head teachers Judgement: Requires Improvement

School improvement partner judgement: Requires Improvement

Strengths: (section 8 May 19):

- Staff provide significant support to pupils to ensure that their well-being and mental health needs are met.
- Staff are positive about the school's leadership and the direction it is heading. Staff feel their mental health and well-being are positively supported by school leaders. Leaders ensure that they provide relevant and timely professional development for all staff.
- The head teacher is highly ambitious for pupils and the school. She has a deep understanding of the difficulties pupils face and their barriers to learning. Funding provides opportunities for pupils to develop their social and communication skills, preparing them for life outside school.
- Leaders have ensured that pupils receive independent and wide-ranging careers advice and guidance. Pupils have opportunities to visit places of work and further education colleges. Older pupils take part in work placement activities.
- The newly appointed, part-time SENCO, (now full time) is highly knowledgeable and experienced. She is ensuring that all legal requirement for the annual reviews of education, health and care plans are up to date.
- Governors demonstrate dedication and commitment to the school. They regularly attend meetings and training. They visit the school frequently and are keen for improvement. They know pupils well and are aware of the work that must be done to help them with their difficulties.

Safeguarding

- The arrangement for safeguarding are effective.
- Leader, staff and governors understand the need for high-quality safeguarding policies and practices. Staff receive regular training and are knowledgeable about how to recognise signs of neglect and abuse.

- Pupils say they feel very safe while at school. They learn how to stay safe online and when they are out and about. They know that there are adults to talk to if they have concerns.
- Systems are in place to ensure that referrals are made in a timely manner. Positive communication with parents, careers and external agencies enables effective support to be provided for pupils and their families.
- Leaders take immediate positive action to resolve any issues that arise around the health and safety of pupils and staff.

Areas to develop (section 8 May 19):

Improve the impact of leadership and management by ensuring that:

- New initiatives, policies and procedures are fully embedded so that the true impact on the quality of teaching and pupils' outcomes can be seen.
- Staff focus sharply on what pupils need to do to improve.
- Staff with additional responsibilities receive further professional development in order to support the head teacher effectively.
- Governors provide rigorous challenge to leaders.
- The curriculum allows sufficient time for pupils to practise the skills and knowledge that they have learned, particularly in English and mathematics.
- The systems and process developed by the SENCO are adopted by all staff and they are actively involved and take ownership.

Next steps and actions – autumn term 2019:

Leadership & Management	
Actions	Impact
<p>1. Governors develop their strategic leadership role further by carrying out a skills audit to identify training needs</p> <p>2. Governors come into school more frequently with increased focus during their monitoring visits</p> <p>3. Head Teacher to provide an annual program for key staff attendance at governors meetings to inform of school priorities and developments</p> <p>4. The leadership team meet regularly to discuss the strategic monitoring and application of the school development plan to ensure the school is moving towards 'good'</p> <p>5. The leadership team support staff with new initiatives, policies and procedures through the monitoring and evaluation schedule, to ensure the quality of teaching and learning is consistent to ensure positive pupil outcomes</p> <p>6. Strengthen the primary team through regular meetings, peer support and mentoring from upper school staff and leaders</p>	<p>1. Confidence to challenge the school leaders and be able to discuss strengths and weaknesses of the school</p> <p>2. Governors provide more focus comments following each visit and increased challenging questions governors meetings</p> <p>3. Governors are fully informed of schools priorities and developments</p> <p>4. All staff are fully aware of school priorities in order to move the school forward</p> <p>5. All staff are aware of school initiatives, policies and procedures to ensure consistency of practice across the school</p> <p>6. Primary teachers feel supported, more confident in their practice and ability to deliver quality first teaching, as well as effectively deploying support staff</p> <p>7. Staff feel empowered and have a clear overview of how their key area impacts on whole school priorities</p> <p>8. Improved pupil outcomes in English and mathematics</p> <p>9. Staff have confidence in implementation of systems and processes. They have greater understanding of individual pupil's needs and strategies that will support them</p>

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| <ul style="list-style-type: none">7. Staff who have responsibilities have opportunities to develop leadership skills through modelling from the leadership team8. Revise the curriculum to strengthen pupils skills and knowledge, particular in English and mathematics9. SENCO to share new systems and processes and support staff in the implementation. SENCO to monitor and provide support when appropriate | |
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- 7. Staff who have responsibilities have opportunities to develop leadership skills through modelling from the leadership team
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- 9. SENCO to share new systems and processes and support staff in the implementation. SENCO to monitor and provide support when appropriate