



# TALBOT HOUSE

SEF

September 2020

(Updated May 2021)

C Smiles

Head Teacher



Context

**Our aim is to inspire young people to become resilient, motivated and successful adults who are equipped 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 developed. We pride ourselves on ‘changing children’s lives’.**

Talbot House is a charitable trust and is registered as a non-maintained special school and residential children’s home. The CEO oversees the Trust, with the Head Teacher, Head of Development and Residential Manager, children in residential do not always attend the school. Talbot House School caters for pupils, aged 5-18, who have social, emotional and mental health needs. However, many of our children have more than one diagnosis as well as other complex need such as trauma and attachment. 50% of children have a diagnosis of ASD and about a third with ADHD. Many of our children have found it difficult to manage in mainstream schools, some have been out of education for long periods of time and some have had many school changes. Currently all pupils have an EHCP (Education health and care plan).

We currently have pupils from 7 authorities, North Tyneside, Northumberland, Newcastle, South Tyneside, Durham, Buckinghamshire and Gateshead.

Many pupils have experienced elements of social, economic, and emotional disadvantage as well as not coping in a main stream setting, usually resulting in disengagement, attendance and anxiety in relation to education.

Talbot House School comprises of both primary and secondary provision. We currently have pupils ranging from Key Stage 1 through to Key Stage 4, although registered, we currently do not have Key Stage 5 children. In the lower school we have; Primary/Nurture and Aces. Nurture, is a provision for those children who have experienced little school life and unfortunately have not been able to maintain their main stream provision. We would expect children from Nurture to transition to class 1 and then the upper school. Aces opened in September 2019, this provision is for our most complex pupils, their needs are based on stage not age, we have recently expanded Aces and now have Aces 1 and 2. Class 1 is mainly for our children who we expect to transition to upper school. Children join us throughout the year via referrals, this could be the NE12 framework, parent’s preference or recommendations. The upper school has 5 groups of no more than 6 in each groups. All pupils will achieve qualifications including; GCSE’s, Entry Levels (1, 2 or 3) or Functional skills. We also link our Enrichment program to AQA Unit Awards. We also have pupils enrolled on the Duke of Edinburgh award scheme.

Pupils have previously had poor attendance levels, or have not attended education for long periods of time. **Some children have found being in a school with large classes very difficult.** When joining us they re-engage with learning and make progress academically and socially over time. The ‘Thrive’ approach is embedded across the school enabling us to measure progress of pupils’ social skills and emotional development. Our curriculum is designed to meet the needs of individual pupils. We believe our curriculum is broad, balanced and personalised both academically and socially. 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 provisions.

Talbot House School was inspected 15 – 16<sup>th</sup> May 2019 when it was identified overall as “required to improve” but with ‘good’ for personal development, behaviour and welfare.

The main findings of this visit states: May 2019

**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.*

Since the May 2019 inspection the school has had a virtual day with OFSTED in November 2020 as part of their keeping in touch visits and a section 8 (virtual) on 23<sup>rd</sup> March 2021.

**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 headings 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 36 pupils in total on roll. (\*as of 26<sup>th</sup> May 2021) we continue to welcome pupils throughout the year.

**This breaks down as follows:** *please note this may change midterm as pupils join us throughout the year*

Year	No	Male	Female	LAC
Year 1	0	0	0	0
year 2	1	0	1	0
year 3	1	0	1	0
year 4	0	0	0	0
year 5	2	2	0	0
year 6	4	4	0	1
year 7	6	6	0	1
year 8	8	7	1	0
year 9	5	2	3	1
year 10	7	5	2	0
year 11	2	2	0	0
<b>Total</b>	<b>36</b>	<b>28</b>	<b>8</b>	<b>3</b>

Pupils who attend Talbot House all have an Education Health Care Plan (EHCP). The majority of pupils have multiple difficulties identified in their EHCPs. Many young people with SEN find it difficult to communicate when in large classes and this can present as poor behaviour when, in fact, it is their lack of ability to communicate to others. This has often resulted in the child becoming at risk of permanent exclusion. Many of our pupils have had negative experiences of school due to high numbers of children in classes, they find it difficult to learn and function in the classroom, they simply don't get enough attention to support their needs, making progress and understanding more difficult. For many of our children it has meant significant breaks in attendance resulting in the child falling further behind in education. Children join us at any time throughout the year, referrals are usually via the portal (NE12) however, more recently we have seen a higher proportion of referrals from parent preference.

On entry, the majority of pupil's' attainment is below expected in terms of both curriculum and social and emotional development. Their social and emotional development, when assessed using '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 assess all pupils on entry to identify skill gaps so we can plan and deliver key learning. Pupils can then start to make progress during their time at Talbot House. Baseline assessment consists of 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. Pupil support plans are developed within two weeks of entering school and we continue to adapt support plans as and when appropriate to do so. This allows staff to have a greater knowledge of each child. Support plans can be updated at any point as we see them as working documents, which are shared with staff. Discussions in our daily briefings allow us to adapt plans to further support our children, ensuring they are successful.

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.

## **Main findings from section 8 virtual inspection March 2021**

### **Leaders and those responsible for governance are taking effective action to provide education in the current circumstances**

- You have taken effective action in your curriculum it is designed to meet pupils' complex SEMH and other SEND needs. Additionally, it is designed to accommodate the fact that pupils join at different points in the year.
- Our curriculum is 'fluid', which means that pupils follow a curriculum determined by what is right for their particular needs, not how old they are
- Years 10 and 11 follow courses which lead to nationally recognised accreditations. Together with a new focus on posit-16 next steps, this provides strong evidence of leaders' high aspirations for all your pupils
- Pre-pandemic you strengthened your 'enrichment' curriculum. In your school, enrichment is as important a component of the curriculum as is 'academic' study. It is the means by which you prepare your pupils for adult life, for being able to move on at 16 years of age with the 'life skills' to do so with confidence. The enrichment curriculum is planned and focused, not ad hoc.
- The growing effectiveness of the 'enrichment' curriculum is demonstrated by pupils telling us how much they enjoyed the group visits and experiences that they participated in prior to the pandemic.
- During the most recent period of lockdown, you adjusted your curriculum in places as a result of COVID-19 restriction. You identified those parts of the subject schemes of work, which did not lend themselves to remote teaching for your pupils, such as algebra in mathematics, as well as some practical components such as science experiments. You have already reordered the curriculum so that all missed components have been repositioned in your curriculum plans.
- You have taken effective action to find out what pupils have learned and remembered from your curriculum. You have used your 'personalised learning curriculum' assessments to measure pupils' understanding, including those in Year 1. As a result, you have identified what gaps there are in pupils' knowledge.
- Your remote learning provision is necessarily not 'one size fits all'. This is because pupils and their families require an individualised approach. Learners have put in place a broad menu combining recorded 'live' lessons and work packs. This is agreed in consultation with pupils and their families
- Trustees have been effective in supporting and challenging leaders through their ongoing 'link' trustee work, which has enabled them to hold leaders to account for the pandemic curriculum.
- The trust chief executive officer has provided resolute support for leaders, especially in maintaining the shared high ambitions for all pupils. She has been ably supported in assuring herself of the effectiveness of leaders' actions by the school improvement partner.
- Supporting pupils in their reading, various strategies are in place.

## Leaders and those responsible for governance should take further actions to:

- Identify and assess the very weakest readers and implement appropriate strategies to support them, including the use of a phonics-based approach where appropriate
- Ensure the necessary strategies continue for as long as they are required, including when pupils move from the primary phase to the secondary phase

## Next steps: Summer term 2021

During the summer term (2021) the focus will be on missed learning for all pupils due to the pandemic, with a specific emphasis on reading and literacy. By identifying gaps teachers will be able to focus on specific content misconceptions in learning and elements of teaching from the subject area that proved difficult if not impossible to teach remotely.

Action	Impact
Assess pupils on their return to identify skills gaps	Teachers will be able to plan appropriately to address missed learning and support pupils who struggled during remote learning
Pupils to complete reading tests to identify levels of reading and comprehension and compare with data prior Covid-19 and the start of the academic year September 2020.	Teachers will be more informed of those pupils who have fallen behind due to the pandemic and then build personalisation into their planning.
Identify intervention groups that support pupils to catch up with reading and literacy.	Improve reading levels and support those pupils who have struggled throughout the pandemic and found remote learning difficult .
Implement reading/literacy intervention groups.	Pupils will be become more confident readers and improve levels of reading and literacy.
Phonics training for all staff.	Staff are more skilled in understanding phonics and able to support pupils more in class.
Focus on lost learning during the pandemic.	Pupils will be able to focus on elements of learning missed due to the pandemic that they have been unable to understand or retain from subject content.

**Below are the strengths and next steps from Section 5 (May 2019)**

<b>Quality of Education</b>
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**Ofsted judgement (section 5 May 2019)**

*(based on the previous framework):* **Requires Improvement**

**Head teachers Judgement: Good**

**School improvement partner judgement: Good**

**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.
  - Ensure that the necessary strategies continue for as long as they are required, including when pupils move from the primary phase to the secondary phase



**Areas to develop (section 8 May 19):**

**Improve quality of education by ensuring that:**

1. The quality of teaching is consistent across subjects and year groups.
2. Teachers and other staff have high expectations of how much pupils can achieve and provide challenge to ensure good progress.
3. Support staff provide an appropriate level of support to develop independence and enable pupils to think for themselves.
4. 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
5. 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.
6. The most able pupils make good progress because teachers' expectations of what these pupils can do is accurate and work provides appropriate challenge.
7. Staff planning and practice reflects support plans and IEP

## Behaviour and Attitudes

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

**Head teachers Judgement: Good**

**School improvement partner judgement: Good**

### **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:

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

## Personal development

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

**Head teachers Judgement:** **Good**

**School improvement partner judgement:** **Good**

### **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.
- 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:**

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

## Leadership and Management

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

**Head teachers Judgement: Good**

**School improvement partner judgement: Good**

**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:**

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