

# Wennington Hall School

Inspection report for residential special school

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<b>Inspector</b>	Stephen Trainor
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<b>Date of last inspection</b>	5 October 2006

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## About this inspection

The purpose of this inspection is to assure children and young people, parents, the public, local authorities and government of the quality and standard of the service provided. The inspection was carried out under the Care Standards Act 2000.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcome for children set out in the Children Act 2004 and relevant National Minimum Standards for the establishment.

## The inspection judgements and what they mean

Outstanding:	this aspect of the provision is of exceptionally high quality
Good:	this aspect of the provision is strong
Satisfactory:	this aspect of the provision is sound
Inadequate:	this aspect of the provision is not good enough

## Service information

### Brief description of the service

The Lancashire Education Authority administers Wennington Hall School. The school provides an environment that can support up to 70 boys of secondary school age, 11 to 16, on a residential or day basis. The young people using the services provided at the school have experienced some difficulties associated with their academic, social, emotional and/or behaviour development which would make normal schooling inappropriate for them. The school provides a 38 week programme of education, with the young people in the main spending every weekend at home or with their carers. The school is located, internally designed and of a size and layout that is in keeping with its Statement of Purpose. The first impression gained is extremely positive. The boarding provision comprises of five separate houses. These are organised in a way that successfully creates an environment ideally suited to allow the young people appropriate levels of privacy and allowing appropriate supervision to be afforded. Each boarding house provides accommodation for small groups within well-designed and pleasant premises with sufficient space and an excellent range of facilities to meet needs. Boarding houses are sensibly separated by age to enable appropriate levels of staff support to be provided during the key times of the day. Three boarding houses are located in the main school building, whilst the other two are situated close by in the school grounds. The school has excellent leisure and gym facilities. The grounds are fully utilised, enabling young people to pursue many leisure interests. The school's combined prospectus and parents handbook accurately describes the purpose and function of the school outlining aims and objectives, philosophy of care and response to education. Education is regarded as the foundation stone to each pupil's future. The school has received a Learning Excellence Award for raising achievement and enjoyment for learners. An Ofsted inspection on 27 and 28 September 2005 reflects very positively on the successes and achievements at Wennington Hall School. Academic achievement is to a high standard when considering the difficulties that many of the residents have had in mainstream schools. A new vocational centre has recently been opened further enhancing school resources.

### Summary

This inspection was announced and started at 08.00. A wide representation of the school staff were involved in discussions with the inspector. A tour of the accommodation was provided. Records, policies and guidance were examined. Pre-inspection documentation submitted to Ofsted by the school headmaster was viewed. Comments contained within questionnaires completed by the young people, parents, social workers, staff and professionals providing external support or working in partnership with the school were evaluated. The inspector joined the young people for meals throughout the day and took the opportunity to participate in the physical education curriculum, at the request of the young people. As part of the inspection process the inspector case tracked the young people's arrangements. Records relating to the young people were used to help to determine whether the National Minimum Standards (NMS) are being met. The response taken by the management team to recommendations made at the last inspection was evaluated. Issues affecting the school at the time of the visit were also looked at. Contact was also made with Area Child Protection Coordinators, Fire and Rescue, Environmental Health and local doctors surgery.

The overall quality rating is outstanding.

This is an overview of what the inspector found during the inspection.

## **Improvements since the last inspection**

The school has been assessed on a yearly basis against National Minimum Standard for Residential Special Schools on five separate occasions. Report judgements have been extremely positive. A seamless response remains evident at the school allowing well coordinated support to meet the young people's needs. Favourable outcomes are being achieved. A recent parent survey undertaken by the school shows full satisfaction with how the school is operated. The quality of experience at this school clearly enriches pupil's lives. The school's management team has been effective in planning for the retirement of three key teaching staff. Suitable recruitment and section procedures have been used to fill these and further vacancies that have arisen between inspections. There is no evidence of disruption and continuity with practice has been maintained through an excellent team response.

## **Helping children to be healthy**

The provision is outstanding.

The promotion of health is taken seriously at Wennington Hall School. The young people's welfare is closely monitored and their health needs are well met. Findings contained within a parent survey completed in October 2007 agreed that the school has a very good student support and welfare policy that helps to create a safe, comfortable and secure environment. The young people confirm satisfaction with how health and well-being are being handled. Routine medical, optical and dental appointments are organised by key workers. Young people are made aware of the arrangements for their health care. Questionnaires returned by the young people confirm that staff look after them when they are ill. There is a small 'infirmary' where the young people can be cared for. The response to meeting young people's health also accesses psychiatric or psychological services when needed. There is a policy and written guidance, which is implemented in practice for administering, recording, storing and disposal of medication. Parental permission for administering medicines is gained. Medicines were observed as being kept securely within a lockable cabinet at the time of the visit. Controlled drugs are stored in a double locked cabinet. Records are being kept on all medication, treatment and first aid given. The young people are registered at the local Bentham Surgery as well as retaining registration with their family doctors. Each young person has a detailed health plan subject to regular review. Case tracking carried out confirmed that up to date health information was held on selected case files examined. The efforts to support young people's health and well-being are well recorded. Three specific case examples were discussed. Staff were found to possess detailed knowledge, demonstrating that a coordinated response was taking place. The senior management team had recently pursued a health issue for one young man, allowing a serious matter to be diagnosed. The team demonstrated an excellent understanding of the issue, had already undertaken specific training, and were engaged in ongoing consultation with health professionals in order to coordinate support. The health matters discussed posed no risk to any of the other young people. The acting head of care has overall responsibility for managing all medicines at the school. Three other key staff members provide support. Procedures operated are well throughout. Staff administering medication are assessed as fit to carry out this task. All medicine administration records are countersigned by second staff members and by the young person. Practice was observed to be safe. Prescribed medication is only given to young people to whom it is prescribed. There is a photograph attached to medicine administration records. Staff are aware of the need to record any refusal to take medication. Staff are also vigilant in ensuring young people swallow their medication. Practice relating to health and intimate care has previously been scrutinised by a specialist Pharmacy Inspector from the

Commission for Social Care Inspection. The systems in place and operated at the school were felt to be suitable to fully meet the requirements of this standard. Key workers are aware of health needs and have been successful in providing services to meet needs. Information can be located quickly within case files. All staff receive training to ensure that they have the skills to provide first aid. A suitable number of staff hold first aid qualifications. There is always a nominated first aider available during the 24-hour period of each school day. Staff are aware of the location of first aid boxes within the school and the boarding houses. The young people continue to play a leading role in developing healthy lifestyles. Focus groups help them to explore alternative lifestyles. Health promotions are well established with Personal, Social and Health Education (PSHE) and citizenship within the school curriculum covering important matters. Information as well as learning and developmental opportunities are being provided to the young people in nutrition and diet, exercise and rest, personal hygiene, relationship and health education, the effects of alcohol, smoking, solvents and other substances, HIV and aids and other blood borne diseases, protecting oneself from prejudice, bullying and abuse. Smoking cessation and anti-bullying are ongoing programmes run at the school. The inspector was made welcome, allowing pleasant mealtimes to be experienced with some sensible conversation. Meals were found to be varied, healthy and nutritionally balanced and include favourite food preferences of the young people. The meals offered were to a high standard. Menus are maintained. The young people expressed their full satisfaction with the quality of meals via the Ofsted questionnaire survey. It is clear that the catering department can respond to individual's needs and preferences. Communication between residential staff and catering staff is effective in ensuring everyone is aware of special medical or dietary needs. The catering manager ensures boys' birthdays are celebrated. Special themed meals support work on looking at cultural diversity. The catering staff have shown a lot of creativity when introducing new foods. A Halloween theme was enjoyed by the young people throughout this inspection. Facilities in the dining hall are excellent. The dining arrangements are managed well to ensure a positive mealtime experience is gained. Project work to 'soften' the appearance and atmosphere in this area has been very successful. Visual aids to promote healthy lifestyles and healthy eating are evident throughout the school. The kitchen was reported to operate to a high standard following an Environmental Health inspection that took place on 17 July 2007. Some guidance provided was being actioned.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is outstanding.

Arrangements for complaints, safeguarding children, bullying and behaviour management are handled extremely well and ensure that young people feel listened to and protected. No concerns were highlighted throughout the course of this inspection. Risk assessments are produced to highlight concerns and vulnerability of the young people at the school. Detailed behaviour management plans are produced to support staff practice. Information held on the young people is detailed, respected and confidentially handled. Computerised records held on the young people are extensive, allowing different behaviours to be monitored. A detailed record is held on every individual at the school. Programmes are monitored and responses coordinated efficiently. Staff have proved to be competent, between inspections, in supporting the young people's needs. The senior management team at the school regularly monitors and evaluates practice. Accurate records are maintained showing the school is managed well, providing suitable physical safety and security for the young people resident. Staff practice was observed to respect the young people's privacy, as is consistent with good parenting and the need to protect children. Reporting systems and actions taken in the past in response to significant incidents

have been appropriate. An accident suffered by one young person was discussed. The Ofsted protocol for reporting significant incidents is known. The school has suitable policy and procedures for responding to allegations or suspicions of abuse. Staff have received training and are capable of responding to child protection matters. Information is regularly reviewed and updated when required. The child protection policy was reviewed in September 2007. Local education authority directives are quickly incorporated into school policy. Information is freely available to staff, pupils and parents. Practice clearly links into and is consistent with local safeguarding team protocols. The inspector is aware that there is a good relationship established between the school and a key member of the Lancashire Education Authority safeguarding team who has provided training in the past. The school child protection representatives recognise the benefits to be gained from accessing more in depth training for all staff. Further developments to knowledge and understanding will ensure fully transparent practice. There have been no safeguarding matters directly related to the school between inspections. Complaints are clearly listened to. Written information available throughout the school enables the boys to form a complaint if they wish to. The inspector acknowledges that complaints procedures have been publicised widely. Complaints procedures are discussed during pupil induction. Staff also ensure procedures are discussed periodically via key worker systems operated. Young people are confident that complaints would be taken seriously with their views and opinions listened to. All levels of complaints are taken seriously with a record of the actions taken to resolve them being produced. A safe school environment continues to be maintained. The young people indicated they had no serious concerns about bullying and they felt safe at the school. One young person said that, 'Wennington Hall has a strict sanctions policy to deal with bullying'. Another young person commented that, 'The teachers would get the person who is being bullied and get the bully and sort stuff out between them and hope that there won't be any more bullying'. The young people unanimously stated that they had someone to talk to if they were bullied and they were confident that staff would respond to any bullying matters. Monitoring of the school's operation has led to quick identification of any areas of concern and more importantly has enabled a prompt response to be taken to address any concerns. An anti-bullying 'focus group' has been operated at the school for many years. Professional and personal boundaries have been established and the school's routines are clear and accepted by the young people. This inspection confirmed that behaviour management including care and control are managed extremely well. Staff are encouraged to work in a positive and calm way and are being supported through appropriate induction and ongoing training. All staff have received training in the Team Teach methods and techniques to be used if physical intervention is needed. Training is regularly updated. Records and data provided confirm a reduction in the number of times that physical intervention had been needed. Many pupils confirmed that they were looked after well and felt safe with the staff. Incidents that require physical intervention are clearly recorded and are being discussed with young people and parents. Quality assurance measures mean that school governors check that incidents are being managed safely. The response to health, safety and security is well coordinated. Fire and Rescue visited as part of a building regulation application on 2 July 2007. This related to the erection of a new vocational centre. Environmental Health Services visited on 20 July 2007. No serious concerns were identified. There is good evidence that a coordinated response has been taken to keep the school safe. The school operates a health and safety committee who meet regularly. Servicing contracts for electrical, gas and fire safety are established. Boilers are serviced. Personal appliance testing is routinely undertaken ensuring all electrical equipment is safe. This includes the boys' personal electrical items. Risk assessments have been carried out on all aspects of the school premises and grounds. No hazards were observed to residents'

safety during a tour of the accommodation. The response taken to ensure all activities undertaken remain safe is subject to robust risk assessment procedures. The school liaises with the Lancashire Education Authority relating to outdoor activities. Checks were carried out on the quality of the vetting and recruitment procedures. Suitable evidence including enhanced Criminal Records Bureau (CRB) checks, references, qualifications, applications forms and records of the interview were presented on a random selection of staff. A robust checking system is evident throughout the recruitment process. A suitable rationale is demonstrated where staff have been appointed with cautions or old convictions. This practice is acceptable. Suitable vetting of visitors to the school is also undertaken with identity checks being carried out before access is permitted.

## **Helping children achieve well and enjoy what they do**

The provision is outstanding.

Staff practice engages the young people in education and an extensive range of activities to develop skills and individual potential through new experiences. The creation of a vocational centre has extended the amount of support and new experiences being provided. The new centre is an exceptional resource. The school's prospectus outlines the aims of Wennington Hall. There is good evidence that each individual is fulfilling their own potential in an environment appropriate to his special education needs. Individuals have learnt to live and work as a member of a multi-cultural society accepting its discipline and responsibilities, and respecting the rights and needs of others. It is clear that a broad, balanced and relevant curriculum needed to support the young people in acquiring knowledge, skills and understanding is being delivered. The young people are being prepared with skills relevant to adult life and the world of work and leisure. Many positive comments were made by the young people on independent living programmes operated at the school. Timely individual support is provided, ensuring that the young people prepare for their future. Support is coordinated within a multidisciplinary framework, ensuring young people make progress and achieve goals. This is subject to regular review. The knowledge that staff have enables an individual response to be taken when the young people are most in need. The individual and collective needs of the young people are clearly being met at this school. Extensive written plans are produced to provide focus for the young people. A great deal of continuity with staff practice is evident. One staff member commented, 'If a child has a natural talent they are encouraged and helped to use this where possible'. This clearly fits into the school ethos and its aims to allow each individual to fulfil his own potential in a safe environment. The inspection confirmed that education is actively promoted. This inspection as with previous visits viewed how well the young people are supported to learn and develop. Education and care staff continue to work together closely, providing a seamless response to individuals' educational and welfare needs. There are regular meetings to ensure continuity with the response being taken. The information technology at the school allows 'pupil progress' to be monitored. There has been good GCSE academic success. Staff are aware of and skilled in implementing individual care and educational arrangements. Staff practice engages the young people in an extensive range of activities. Developing skills and individual potential through new recreational experiences are clearly linked to educational attainment and the vocational department. The young people are continuously supported to develop, achieve and prepare for the time they leave. The planning, budgetary control and the investment in activities and individual pursuits within the school are areas that staff and management excel. The school is accredited as a centre of excellence. The range of recreational activities and the constructive manner that staff engage with young people has led to many community based developments. The young people are now planning



and leading events for local primary schools that form part of a schools partnership arrangement. One head teacher commented, 'Pupils develop their own leadership skills whilst our young children gain many new life experiences. All activities are suitably risk assessed'. Another head teacher commented, 'The activities that the students devise and run for our children ensure that children keep them fit and healthy. A combination of personal development days and interschool competitions led by the students enable our children to enjoy activities and achieve as a team or individually'. The interests of individuals as well as groups of pupils are clearly being met. School resources are exceptional. Equipment is high specification and well maintained. Damage to equipment is generally through normal usage and wear and tear. Staff with suitable qualifications and experience undertake all activities. Both education and welfare staff are competent in engendering the school's positive standing in the community. The school's resources can be utilised for educational visits as well as supporting local charity organisations. The young people gain many skills from project work undertaken.

### **Helping children make a positive contribution**

The provision is outstanding.

Staff's effective ongoing consultation maintains positive relationships throughout the school placement. Parents are provided with regular school updates, letters and reports on their child's progress. Meetings are convened if there are any concerns. Statutory reviews take place. Partnership agreements that pupils, parents and staff at Wennington Hall School sign up to are taken seriously. Parents confirmed that school rules are being discussed. Parents are encouraged to visit and are made welcome. A visiting ex pupil and his father discussed their satisfaction with the support and communication provided throughout the five years his son had attended the school. The school management team also facilitate communication through the school web site, school prospectus and parental handbook. The school has clear and effective systems in place relating to pupils being admitted to and leaving the school. All introductions are planned. The vast majority of young people who leave the school complete their education. Detailed placement and education plans are in place for them. These are effectively implemented on a day-to-day basis. The school environment is extremely relaxed. Throughout the inspection, the observed contact and communication between staff and the young people was extremely positive. Relationships are excellent. This comment recognises the 'challenging' needs that many of the young people have. Expectations of behaviour for both staff and young people are clearly understood and negotiated by those living and working at the school. Relationships are based on openness, honesty and respect. Staff at the school routinely seek to build working relationships with the young people, parents and other professionals involved in pupils' lives. A recent school parent survey provided some indicators of how successful this had been. All parents agreed that they can contact the school about concerns. Parents also stated that they feel well informed as to what is happening in the school and the communication is good. A head teacher from partnership school confirmed that, 'There is close involvement and excellent communication in a variety of different ways including newsletters, e-mails and face to face meetings'. The school operates a boys' council that has elected members from each school year. Weekly house meetings also take place. The young people's views and opinions are being listened to. They are genuinely involved in the management of their respective boarding houses. Age appropriate written guidance has been produced for all the young people to guide them through their time at the school. The design of these materials is appealing to them. The key worker was seen to be liaising effectively with parents. Key workers visit parents at their home address in order to establish good relationships from the start of the placement. Phone contact is routinely made to discuss progress and problems. There is good access to phones in order

that young people can contact family members. The management of supervised contact was discussed. Records and guidance outline the reasons why this is necessary. Individuals' arrangements were known and outlined within the school records.

## **Achieving economic wellbeing**

The provision is outstanding.

The school is safe and pleasantly decorated, providing sufficient space and excellent resources to meet needs. An extremely positive initial impression is gained when driving through the school grounds and when viewing the accommodation. The standard of each boarding house is 'first class'. Maintenance of the whole school site is coordinated well. A continuous rolling programme of refurbishment and development ensures that the excellent appearance is maintained. Consultation with the boys occurs, when appropriate to do so, on plans and developments at the school. The last Ofsted education inspection commented that, 'Overall the school complies exceptionally well with the National Minimum Standards. The effectiveness of the boarding provision is at least good in all aspects and exemplary in many. The accommodation is very good and very well furnished. Consequently pupils take great pride and care of their surroundings. There is a strong sense of school community'. These comments are mirrored within past reports produced by the Commission for Social Care Inspection. Observations made during this inspection remain extremely complimentary. The bathroom and toilet facilities conform to National Minimum Standards, affording pupils appropriate levels of privacy. Information contained within a recent school survey showed that all parents agreed that the appearance of the school is well cared for. The young people engaged the inspector in conversation whilst showing him around their personal bedroom space. A great deal of pride was evident in their efforts to personalise these areas. School development plans highlight the numerous improvements and developments that have taken place as well as those that are planned for the future. This is a dynamic, progressive thinking school that has been visited by the inspector annually for the past eight years. Numerous developments and improvements have been witnessed. A staff comment summarises inspection findings, 'The pupils at Wennington Hall School are given the best opportunities and care throughout their placement. Everything is done to a very high standard'. The school's budget is being managed wisely. The quality and the condition of furniture and fixtures within all areas of the school is testimony to the commitment for excellence. Resources at the school were described as being 'great' by an visiting ex pupil and his father. A significant development discussed during this inspection was the recent opening of a vocational centre within the school grounds that will provide five accredited courses. This centre will undoubtedly complement national curriculum subjects in providing a more rounded education. Plans discussed are impressive. Staff provide suitable support, including independence training, throughout the time individuals spend at the school. Formal programmes are operated in line with placement needs. All programmes are agreed. The young people provided many positive comments on their experiences so far. They work hard to gain skills suitable for the time that they leave. The school ethos is encouraging personal growth and development based on the commitment shown by the young people to their programmes. The young people recognise the skills and qualities that future employers would be looking for. Preparation for leaving the school starts to gain momentum at age 14. Allowing sufficient time enables many of the young people to work at a pace comfortable to them. Transition plans are being produced. Personal advisors, Connexions advisors and educational staff support the arrangements in place. Daily life at the school provides the young people with many opportunities, appropriate to their age and need, for the development of knowledge and skills.

## Organisation

The organisation is outstanding.

The school senior management team and governors have maintained excellent standards between inspections which are reflected in comments provided by parents, young people and staff members. Positive comments from visiting professionals including medical staff, lay people and agencies and departments supporting or working in partnership with the school have been received. School records clearly show successes to date. A youth offending team member commented, 'Staff are dedicated to the individual needs of the young people attending the school' and 'When visiting the school the general ethos becomes infectious and you become part of the school. They are very transparent'. The following comments summarise some of the thoughts on the school's operation and management. A school head teacher commented that, 'The Wennington head teacher is inspirational and works very hard to link with local schools'. Another head teacher provided a detailed response to Ofsted requests for information, '... all aspects of the Every Child Matters agenda are addressed with rigour, imagination and an overarching degree of reflection'. This agenda is what the different sections of this report comment on. Outstanding judgements are recorded for each section. Other independent comments received included, 'Wennington Hall School is managed very well and run efficiently, providing a safe and stable environment for pupils and young people living there' and 'The school goes from strength to strength each year thanks to the vision of the head teacher and the senior management team'. The staff and management team have a wealth of experience and extensive range of qualifications, enabling a quality response to be delivered. The staff team understand and have skills to support the needs of the young people. Practice meets with the requirements of National Minimum Standards. The young people are very settled. Staff are extremely well motivated. Deployment of staff is good. Rotas demonstrate that staffing levels are being maintained. Staff are clear about their roles, balancing their work so that the individual and collective needs of the young people are met whilst ensuring that the necessary administrative tasks are undertaken. Continuity with staff practice has been maintained despite some recent changes to the staffing structure. The head teacher and head of care have provided excellent cooperation to Ofsted and previous departments responsible for the inspection and regulation of Wennington Hall School over a number of years. Records at this school show a clarity of purpose in how staff are being managed. It is evident from discussions with staff that induction and foundation training is being provided. There is also written evidence to confirm the training being delivered. Support and supervision is good and is clearly linked to staff's personal development. A teacher commented, 'Despite being a new member of staff, I feel very included and all staff seem concerned to promote outcomes'. Another new teacher said, 'The support network at Wennington is excellent'. Another comment made on the support that is provided was, 'The systems that the school has in place work and all the different teams communicate well'. The school has the full range of policies as outlined within Appendix 3 of the National Minimum Standards for Special Residential Schools. Policies and procedures at the school are both accessible and known to staff. Practice is fully reflective of the guidance provided in these documents. Guidance is regularly reviewed and updated when necessary. Documents have been produced in a user-friendly format designed to be appealing to the reader. Checks are in place to monitor the school's operation and business management so that standards are maintained as well as being improved further. Reports are maintained and are available to those permitted to read them. There is a comprehensive development plan outlining how the school's operation will be maintained. A staff member commented, 'The staff and pupils are always working hard to push the school forward and to look for ways to improve

what is already an excellent school'. Comments contained within this report clearly substantiate this.

## What must be done to secure future improvement?

### Statutory requirements

This section sets out the actions, which must be taken so that the registered person meets the Care Standards Act 2000, and the National Minimum Standards. The Registered Provider must comply with the given timescales.

Standard	Action	Due date
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### Recommendations

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- source and continue to attend suitable safeguarding and child protection training. (RSS 5)

## Annex

## Annex A

### National Minimum Standards for residential special school

#### Being healthy

**The intended outcomes for these standards are:**

- children live in a healthy environment and the health and intimate care needs of each child are identified and promoted (NMS 14)
- children are provided with healthy, nutritious meals that meet their dietary needs (NMS 15)

**Ofsted considers 14 the key standard to be inspected.**

#### Staying safe

**The intended outcomes for these standards are:**

- children's privacy is respected and information about them is confidentially handled (NMS 3)
- children's complaints are addressed without delay and children are kept informed of progress in their consideration (NMS 4)
- the welfare of children is promoted, children are protected from abuse, and an appropriate response is made to any allegation or suspicion of abuse (NMS 5)
- children are protected from bullying (NMS 6)
- all significant events relating to the protection of children in the school are notified to the appropriate authorities by the head of the school or designated person (NMS 7)
- children who are absent without authority are protected in accordance with written guidance and responded to positively on return (NMS 8)
- children are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff responses to inappropriate behaviour (NMS 10)
- children live in schools that provide physical safety and security (NMS 26)
- there is careful selection and vetting of all staff and volunteers, and monitoring of visitors to the school to prevent children being exposed to potential abusers (NMS 27)

**Ofsted considers 3, 4, 5, 6, 8, 10, 26 and 27 the key standards to be inspected.**

#### Enjoying and achieving

**The intended outcomes for these standards are:**

- the school's residential provision actively supports children's educational progress at the school (NMS 12)
- children have ample opportunity to engage in purposeful and enjoyable activities within the school and in the local community (NMS 13)
- children receive individual support when they need it (NMS 22)

**Ofsted considers 12 and 22 the key standards to be inspected.**

#### Making a positive contribution

**The intended outcomes for these standards are:**

- children are encouraged and supported to make decisions about their lives and to influence the way the school is run; no child should be assumed to be unable to communicate their views (NMS 2)
- children have sound relationships with staff based on honesty and mutual respect (NMS 9)
- children experience planned and sensitively handled admission and leaving processes (NMS 11)

- children have their needs assessed and written plans outline how these needs will be met while at school (NMS 17)
- in accordance with their wishes children are able and encouraged to maintain contact with their parents and families while at school (NMS 20)

**Ofsted considers 2, 17 and 20 the key standards to be inspected.**

## **Achieving economic well-being**

**The intended outcomes for these standards are:**

- children can wear their own clothing outside school time, can secure personal requisites and stationery while at school, and are helped to look after their own money (NMS 16)
- children about to leave care are prepared for the transition into independent living (NMS 21)
- children live in well designed and pleasant premises, which provide sufficient space and facilities to meet their needs
- children live in accommodation which is appropriately decorated, furnished and maintained to a high standard, providing adequate facilities for their use (NMS 24)
- children are able to carry out their personal care in privacy and with dignity (NMS 25)

**Ofsted considers the key standard to be inspected.**

## **Organisation**

**The intended outcomes for these standards are:**

- children, parents, staff and placing authorities have access to a clear statement of the school's care principles and practice for boarding pupils (NMS 1)
- children's needs, development and progress are recorded to reflect their individuality and their group interactions (NMS 18)
- there are adequate records of the staff and child groups of the school (NMS 19)
- children are looked after by staff who understand their needs and are able to meet them consistently (NMS 28)
- children are looked after by staff who are trained to meet their needs (NMS 29)
- children are looked after by staff who are themselves supported and guided in safeguarding and promoting the children's welfare (NMS 30)
- children receive the care and services they need from competent staff (NMS 31)
- children and staff enjoy the stability of efficiently run schools (NMS 32)
- the governing body, trustees, local authority, proprietor or other responsible body monitors the welfare of the children in the school (NMS 33)

**Ofsted considers 1, 28, 31 and 32 the key standards to be inspected.**