

# St Rose's School

Inspection report for residential special school

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<b>Date of last inspection</b>	21 November 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**

St Rose's School is a non-maintained Roman Catholic day and residential school on the outskirts of Stroud, Gloucestershire, and educates pupils with physical disabilities and an increasing number with complex learning difficulties. St Rose's also makes provision for early years (under five) education with 12 places currently available at the nursery, of which five are given to those children with special needs. The school currently provides boarding accommodation for 16 students, some of whom are flexi boarders. The campus has three residential households - the House which caters for students up to 16 years of age, and St Joseph's which separately accommodates male and female students over the age of 16 years. St Joseph's provides purpose built accommodation and aims to provide the older students for a move to a more independent living arrangement. Currently there are seven students resident at St Joseph's. The school's statement of purpose details that young people attending St Rose's are between the ages of two and 19 years of age.

### **Summary**

This was an announced inspection of the school. The inspection was conducted by one inspector over a period of two days. Many features of the school, such as the St Rose's Philosophy of Care were previously detailed by the inspection report of November 2006. Improvements recommended by this report and which are detailed below, further develop the service. Judgements contained in this report are made from evidence obtained from pre-inspection material, from that gathered during the inspection and take into account the views and experience of the boarders accommodated at the school.

The overall quality rating is outstanding.

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

### **Improvements since the last inspection**

In line with actions identified by the inspection report of November 2006, the following improvements have been made: - the school's child protection policy and procedures are now consistent with those of the local Area Child Protection Committee - emergency fire evacuation procedures, including night time evacuation, have been practised by all residential units - the school reports that the Department for Children Schools and Families has approved a request for the age range of young people attending the school to be changed to 2-19 years of age. - the frequency of staff supervision has improved - care staff have their performance individually and formally appraised on an annual basis - the head of care is expected to achieve the Registered Manager's Award in 2008 - the take up by care staff of the National Vocational Qualification level 2 or 3 has improved. The school reports that care staff can expect to commence the qualification after three months of employment - a representative of the governing body makes a monitoring visit to the school every half term and completes a written report of the visit which is presented to the governing body. The following action remains outstanding: - evidence is not available to indicate that care staff have read the school's behaviour policy. A signed copy of the policy is not found in personal files.

### **Helping children to be healthy**

The provision is outstanding.

The school has a well organised and efficiently run kitchen, and menus show a varied selection of foods, with fresh fruit and yogurt available at each meal. Although not designated as a nut free area, the kitchen continues to prepare a range of diets for students with food sensitivities. It does not keep medication for adverse reactions to foodstuffs. Where necessary the kitchen liquidises meals, and 'Children's Choice', where the choice of food is selected by students, is routine on one day each week. The dining room displays a written menu as well as photographs, providing information for those students without reading skills. The school was awarded healthy school status in March 2007, with the initiative promoting health and well-being, and supporting students in the development of healthy behaviour. The Health Week held at the end of January 2007 is a good example of a project that implements this initiative. It explained to students what is meant by being healthy, offered alternative forms of activity and exercise and emphasised the importance of drinking plenty of water. 'Special achievement Award' certificates for outstanding efforts were distributed to students, with certificates of appreciation given to staff for their hard work in preparing Healthy Week. The school reports that it aims to establish the Health Week as an annual event and also expects to hold a 'Fruit of the week' initiative in 2008, in order to broaden horizons by introducing a range of different and perhaps exotic fruit to students. The school has also a healthy tuck shop, and runs a healthy eating cookery club for students. The school's chef has undertaken training in food hygiene at intermediate level and has also conducted training in basic food hygiene for care staff in the reporting period. Daily checks of fridge and freezer temperatures are undertaken, in addition to the recording of the temperature of probed food. Food sampling is not undertaken. The kitchen was inspected in February 2007 by the environmental health agency who awarded it four of five possible stars. The Safer Food Better Business initiative was adopted in January 2007, with the kitchen also seen to follow the School Food Trust Guidelines of June 2006. Risk assessments have been undertaken for students with dysphagia, with the assessment recording both date of the assessment and its date of review. Dysphagia management training is undertaken by staff at induction. There are also guidelines for staff on food texture modification. Medication administration records are correctly completed and are regularly monitored by the head of care. The school's medication policy, including that for the administration of medication, are considered appropriate. Both policies were reviewed in September 2006. Senior care staff who have responsibility for the administration of medication have undertaken a college course on same, with the head of care also observing practice. Further to the inspection report of November 2006, the school has contacted parents requesting permission for the administration of a limited list of non-prescribed medication. These are retained in a student's file. The right to privacy and dignity continue to be an important part of the St Rose's Philosophy of Care, and written procedures stress that these features in addition to independence and personal choice, must be considered at all times. Procedural policies, including those covering invasive procedures necessary in the care of some students, ensure that staff receive instruction from the head of care and are considered competent before undertaking same. The care policy and procedures file was reviewed in September 2006. Infection control training has been undertaken by all care staff, cleaners and teaching assistants, although the infection control handbook is absent from residential houses. The school continues to employ a team of therapists, including speech and language therapists, physiotherapists, occupational, music and massage therapists; with the interdisciplinary team working alongside teaching and residential staff, encouraging students to maximise their potential. The school also employs a teacher for the visually impaired and has visiting teachers for those with a hearing impairment. Orthotic clinics as well as wheelchair assessment and repair clinics also occur on a regular basis.

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

The provision is outstanding.

The school's complaints policy which was reviewed in May 2007, has not replaced contact details of the Commission for Social Care Inspection with that for Ofsted. However, as detailed by the inspection report of November 2006, the policy does not advise parents that they do not need to wait for the internal process to run its course before contacting Ofsted. One complaint made in the reporting period is found to have been satisfactorily addressed. Regular monitoring of the log is undertaken by the head teacher and governors. The school's child protection policy complies with the requirements of the local Area Child Protection Committee and was reviewed in May 2007. Ofsted has not been informed of any child protection investigations currently underway. Contact details for Childline are on a school notice-board. The school's anti bullying policy was discussed by the October meeting of the school council, where it was agreed that the issue of cyber bullying should be added to the policy. Students and parents report that bullying is not an issue at the school, and that should it occur, it would be quickly addressed by staff. The physical intervention log details one incident in the reporting period and shows evidence of regular monitoring by the head teacher and governors. The school's sanctions log contains details of two behavioural incidents both of which are seen to have been appropriately addressed. The school's behaviour policy which includes strategies such as a changed tone of voice, ignoring the behaviour or the withdrawing of a privilege (never food or drink) for a short specified time is currently under review by governors. There is still no evidence however to indicate that care staff have read the school's behaviour policy, with a signed copy of same retained in personnel files. The school's accident/injury log details 39 incidents in the reporting period and there is regular monitoring of the log by the head teacher and governors. Risk assessments for both individual students and the internal environment are detailed and thorough. The assessments have been signed and dated by the head of care and include a review date. The school is a secure premises with key pads to external and internal doors. The vulnerable part of the school's perimeter fence has been replaced and the remainder of the campus has wire fencing. The new front gates are closed at 22.00 each evening but are not locked. New movement sensor lights have also been installed. A procedure which ensures the supervision of vehicles by staff both in the morning and at the departure of students, has been introduced in the reporting period. The testing of fire alarms and checking of emergency lights are regularly undertaken. There is also regular checking and servicing of fire prevention equipment (fire extinguishers and blanket), and fire risk assessments in various locations have been conducted on an annual basis. Fire evacuation drills including night time evacuation of all residential houses have been conducted in the reporting period. Fire procedures, which are also written in symbols for those students who are unable to read written text, are found on school notice boards and there are plans for the local fire brigade to visit in January 2008, to provide instruction for staff. On the occasion of the visit, a fire assessment of the school will also be undertaken. The school's Control of Substances Hazardous to Health (COSHH) index is seen to contain first aid measures for a range of products. Three personnel files were reviewed and found to contain appropriate documentation.

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

The provision is outstanding.

Ofsted's inspection report of October 2007 details that the school sets clear targets in its individual education plans and that students make excellent progress in developing their communication skills. It is also noted that older students also gain a wide and increasing range

of appropriate qualifications including General Certificate of Education, Entry Level qualifications and ASDAN modules. Supporting educational achievement is the individual approach that St Rose's adopts. As evidenced by the assisted parachute jump undertaken by one student, the school does not employ a 'one size fits all approach', but aims to be both enabling and empowering. At St Joseph's Extended Education Unit, the adult curriculum for literacy and numeracy is also central, aiming to develop personal skills and interests which allow for a smooth transition into a more independent living arrangement. While the above Ofsted report details St Joseph's links with other services, clubs and colleges it considers that opportunities to experience the world of work, including work experience, could be further developed. The school has submitted its application for specialist special education needs (physical and sensory) status, with the outcome of the application expected in February 2008. Details of organised activities available to students, such as boccia, Explorers (Scouts), cookery, horse riding and soft tennis are posted on a school's notice board, with the school continuing to display much photographic evidence of the range of social and leisure activities in which it encourages participation. Students however also report that they are able to simply relax and listen to their own music. From discussion with one student it is also evident that the school encourages age appropriate activities, with staffing levels allowing for 1:1 social activities. The school also reports that is now part of the Stroud School Sport Partnership which it is hoped will increase its links with other young people. Partnership arrangements with several local schools enable students from both schools to visit each other and to participate in and enjoy different facilities. St Joseph's reports that it intends participating in a local district youth council special needs group in 2008. The use of the School Achievement Board, which names a student of the week and details their particular achievements is positive, motivating and good practice. Each resident student has a care plan in his or her bedroom to which he or she is encouraged to contribute. Key workers are required to confirm that details of the plan, including medical needs, care needs, risk assessments, a moving and handling plan and student aims are regularly updated. The care plans also highlight through incorporation of a personal statement, particular likes and dislikes and those areas that are of importance to a student.

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

The provision is outstanding.

The school continues with a process of admission designed to ensure that a young person is appropriately placed at St Roses. Pre-admission visits are made to the school and include at least one over-night stay, allowing for medical/physical care needs, as well as a need for specialist therapies to be assessed. After admission progress is regularly reviewed, with the young person's key worker contributing to the review meeting. St Joseph's also reports a careful transition programme which prepares the young person, often over an extended period, for a move to a different environment. The programme undertaken in collaboration with a Connexions officer, allows for visits to potential placements, such as further education colleges. The school council meets every month, and minutes of the previous meeting and date of the next meeting are displayed on a school notice board. Students are also actively invited to contribute to the meeting, with a notice to this effect displayed in various formats. The council continues to play an active role in the life of St Rose's and in the reporting period has agreed to include cyber bullying in the school's anti-bullying policy, has conducted a student survey asking students to make their views known about life at the school, and has held a class business enterprise challenge. The council is also actively involved in recycling at the school. St Joseph's hold its own weekly student meeting. The files of three young people were reviewed. Two files contain a statement of special educational needs with each file supporting an individual education plan

(IEP) that details targets, achievement criteria, resource requirements, and techniques and support strategies for use in class. The plans show evidence of regular review and updating, and students confirm participating in their reviews. Complementing the IEP is a review of therapeutic support made available to the young person. Summary details of incident/accident forms are also found in the school's log. As recorded by the inspection report of November 2006, the observed relationship between the young people and staff continues to be warm, respectful, supportive and caring, and is one of the strengths of the school. Parents report 'The children feel very secure and loved and this evident when parents come into school' and '.. the school (is) caring, considerate and very good at teaching children with profound problems'. Older residential students report that they are able to have friends visit them as well as parents and foster parents and St Joseph's offers a visitors lounge for this purpose. Pay phones are observed in the residential units, with some students also having their own mobile phones. In addition to maintaining an 'open door' that provides contact opportunities for parents, the school has re-established the Parents Support Group as of October 2007. The group which reconvened with a talk on transition for young people, expects to hold six meetings each year. In April 2007 the school also conducted its first annual parental survey. Of 39 replies received, all parents agree or strongly agree that they are happy with the school and that their child is making good progress. No parent considered that his or her child was bullied at the school. Some parents felt however, that staff could provide more information on how parents may help their child at home.

### **Achieving economic wellbeing**

The provision is good.

The school accommodates young people who have physical disabilities and may also have sensory, communication and learning difficulties. All areas of the school are wheelchair accessible, specialised personal care equipment is available as are wheelchairs, standing frames, walkers, electronic communication aids, sensory equipment and access equipment to aid computer use. Residential accommodation is provided in three sites - the House which caters for young people up to 16 years of age and St Joseph's Extended Education Unit which provides separate accommodation for male and female students over the age of 16. While the majority of those that board at St Rose's will go home at weekends, the school continues to be able to offer flexi breaks to some young people. Currently the school has 11 full time boarders and five flexi boarders. With the transfer from the House to St Joseph's, young people begin to prepare for a move to a different environment. As a bridge between school and further education or residential provision, St Joseph's aims to continue the work of the school, preparing students to face the realities of adult life and helping them to achieve maximum independence. Student's confirm for example that they are enabled to open a bank account. The school also assists young people and their families to secure funding for wheelchairs, equipment at home and encourages awareness of rights with regard to allowances. Accommodation in the House is in single or twin bedrooms, with screens used in shared bedrooms to ensure privacy. Three bedrooms continue to be gated, but child safety gates are placed in position only when the young person has gone to bed. Parental permission has been verbally obtained for use of the gates but this is to be formally confirmed in writing. All bathrooms in the House have been adapted to meet the requirements of the disabled young person, however bathrooms appear somewhat institutional. Paint is also peeling from the walls of one young person's bedroom and although not all bedrooms are carpeted this is reported to reflect very particular needs. The sparseness and need for modernisation, in comparison to the very homely environment of St Joseph's, is commented upon by a number of parents. However, each bedroom shows evidence



of personalisation and an individual care plan outlining the particular needs of the young person is found in each room. With one operational sluice, various strategies for the laundering of wet and soiled linen are currently under investigation. St Joseph's provides purpose built accommodation, with living and sleeping accommodation on one floor and education and therapy rooms on another. Accommodation is in single and twin bedrooms which again show evidence of personalisation, and students report that they are consulted in the choice of bedroom decoration. A shared bathroom is found between bedrooms. Living rooms are large and partly open plan. The school has a large fundraising project underway in order to finance the building of a hydrotherapy pool and the relocation of the Early Years department. A fundraiser has been employed by the school to lead the project which aims to be completed by 2011. In the reporting period the school has introduced a sensory area into the main house and a sensory corridor in the school.

## **Organisation**

The organisation is good.

The statement of purpose contains information on the school's ethos and philosophy together with its aims and objectives. Staffing details and qualifications, together with name of the designated child protection officer are also included. In line with the inspection report of November 2006, the school has received approval from the Department for Children, Schools and Families for its registration to be amended to reflect the accommodation of pupils between two and 19 years of age. Complementing the statement of purpose is the school brochure which contains information on admission criteria, the curriculum and facilities and opportunities offered. The student's welcome guide, which is both informative and child friendly, continues to be one designed and produced by the school council. A review of financial audit for the period ending April 2007, confirms the viability of the school. In the reporting period that the school has submitted its application for specialist special school status (sensory and physical), with the outcome of the application expected in February 2008. The school continues to endeavour to maintain a high staff/young person ratio and reports being aware of the need to ensure an appropriate age difference between key workers and young people resident in St Joseph's. There is a clear system for the identification of shift leaders. Parents report consistency of staff and absence of excessive staff turnover. In the reporting period the school has appointed a deputy head teacher. There are regular visits to the school by a member of the governing body with visits designed to monitor compliance with National Minimum Standards and provide an opportunity for students or members of staff to meet with a governor. The majority of the visits are unannounced and generate a written report for the governing body. The October report notes that the area at the back of St Joseph's might be further developed, incorporating a water feature for the students. Supervision for care staff occurs every half term and where cancelled for any reason is immediately re-scheduled. In line with the inspection report of November 2006, staff also confirm that annual appraisals are now undertaken. Annual appraisals have also been extended to kitchen staff with the cook assuming responsibility for same. Regular formal supervision of kitchen staff is to be introduced in January 2008. The induction training programme for care staff shows that an appropriate range of subjects are offered in the first week. In later weeks training is undertaken in dysphagia and gastrostomy management, and as noted above, policies covering invasive procedures ensure that staff are considered competent before undertaking same. All care staff participate in five in-service training days with an acceptable range of subjects addressed in the reporting period. After three months employment care staff may also begin studying for the National Vocational Qualification (NVQ) in Caring for Children and Young People, and currently 85% of staff have either gained the qualification

or are undertaking same. Training needs are discussed during supervision and at annual appraisal, with some staff identifying additional training in non-verbal communication. The head of care and post 16 co-ordinator are currently undertaking the Registered Managers Award. The post 16 co-ordinator's deputy is currently undertaking NVQ level 4 in Management, with these additional qualifications expected to be completed in May 2008. The school has also introduced the Minibus Drivers Training Scheme in the reporting period.

## 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
4	amend the school's complaints policy to advise parents that they do not need to wait for the internal complaints process to run its course before contacting Ofsted.	31 December 2007
10	ensure that care staff read, show an understanding and have signed a copy of the school's behaviour policy. The document to be retained in personnel files.	31 December 2007
24	ensure that the school's residential accommodation is decorated and furnished to a standard which creates a pleasant and homely residential environment, appropriate to the age, culture and ethnic background of the young people accommodated and the community	30 April 2008

### Recommendations

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

- obtain, for staff reference, a copy of the Infection Control handbook for each residential unit (NMS 14).
- amend the school's complaints policy, substituting contact details of the Commission for Social Care Inspection, with that of Ofsted (NMS 4).
- obtain where necessary, written parental permission for the use of safety gates to bedrooms (NMS 24)

## 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.**