

# Osborne School

Inspection report for residential special school

---

<b>Unique reference number</b>	SC012457
<b>Inspection date</b>	4 December 2007
<b>Inspector</b>	Bridgette Lowe
<b>Type of Inspection</b>	Key

---

<b>Address</b>	Osborne School Athelstan Road Winchester Hampshire SO23 7BU
<b>Telephone number</b>	01962 854537
<b>Email</b>	rod.wakelam@osborne.hants.sch.uk
<b>Registered person</b>	Hampshire County Council Children's Services
<b>Head of care</b>	Rod Wakelam
<b>Head / Principal</b>	Rod Wakelam
<b>Date of last inspection</b>	9 October 2006

---

© Crown copyright 2007

Website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

You can obtain copies of The Children Act 2004, Every Child Matters and The National Minimum Standards for Children's Services from: The Stationery Office (TSO) PO Box 29, St Cripins, Duke Street, Norwich, NR3 1GN. Tel: 0870 600 5522. Online ordering: [www.tso.co.uk/bookshop](http://www.tso.co.uk/bookshop)

## 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**

Osborne School is a secondary school owned and managed by Hampshire County Council. It provides education for young people with a range of special educational needs and complex learning difficulties. The school has a ten-bedded residential unit, which like the rest of the school is purpose built, and is fully accessible for pupils with disabilities and wheelchair users. The school is located near to the centre of Winchester and admits pupils from a wide geographical area within Hampshire. The school provides weekly term time only boarding.

### **Summary**

Osborne School continue to operate to a high standard of care. Outcomes for students are good and in some areas outstanding, in those areas assessed. At the time of inspection there were nine young people boarding. The purpose of the inspection was to ensure that the school was continuing to meet the National Minimum Standards for residential special schools and review the 18 key standards for residential Special Schools. All boarding students contributed to the inspection process through discussion with the inspector, completing questionnaires or staff advocating their views in questionnaires. The school meets all of the National Minimum Standards and provides good outcomes for pupils. There were no recommendations made at this inspection. The school has been through an unsettled year within the boarding environment due to a large number of long term care staff leaving following Hampshire County Council contractual changes. The school has managed this period professionally and effectively to ensure that boarding remained open for reduced numbers of pupils until a full staff team was employed. The school now has a new team of residential care staff who were observed to care, support and encourage boarding students to a high standard. The Head of Care Services has remained with the boarding team to train, support and induct the new staff team fully.

The overall quality rating is good.

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

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

Since the last inspection the school has demonstrated good development and improvements in all areas. The last inspection at Osborne School highlighted two recommendations. The school was asked to ensure that recruitment checks included direct contact with referees to verify references. The school has implemented safer recruitment procedures to ensure all pupils are safeguarded to a high standard, this includes contacting each referee and gaining a written reference, on some occasions the school will follow up these references with a telephone call. The school was asked to ensure that visits to the school on behalf of the governing body are made each half term and a written report produced shows this now takes place regularly. The head of care services has been proactive in reviewing care policies and procedures and has updated relevant procedural guidance to ensure Ofsted details are present for staff and parents. The staff have introduced effective communication systems to promote communication with boarding students.

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

The provision is good.

Students' health is well promoted through clear, concise placement plans that include health details. They clearly demonstrate that students' physical health and emotional needs are

identified, addressed and reviewed regularly. Specialist support is gained for students when needed. Staff demonstrate a good awareness of students' health needs and the importance of safe administration of medication, and undertake regular training in first aid. However, formal training in medication administration and medication procedures and practices is currently not part of the care staffs training programme. All matters relating to health and medication are very effectively managed and monitored. Medical consents from parents and suitably trained staff ensure that emergency treatment can be provided to students' in the boarding house. Students' welfare is protected by the safe storage and administration of all medication. Staff have recently introduced new and improved medication recording systems, which ensures effective monitoring of medication is undertaken. Student's health is promoted through nutritious and varied meals. Pupils have fruit and healthy option snacks readily available in the boarding house and are encouraged to participate in activities which promote a healthier lifestyle.

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

The provision is good.

Student' privacy and dignity are respected by staff that follow good practice. Supporting policies and practice guidance documents in relation to privacy and confidentiality are in place. Staff are discreet when dealing with sensitive matters, and respect privacy by knocking on doors before entering. Each student has a single bedroom and all bathroom and toilet facilities have suitable locks. Staff are respectful of student's wishes and needs when undertaking personal care. Individual records are stored securely within the school. Students' welfare is protected through a clear and effective complaints procedure. Staff at the school act swiftly, in line with their policies, to ensure satisfactory outcomes are achieved. Students are well supported by staff should they wish to make a complaint or advocate on behalf of students with communication difficulties. Staff are introducing a new pictorial to support students with this process. The Head of Care Services has been proactive in reviewing and updating all complaints information to include Ofsted details and has disseminated this to parents. There have been no complaints about boarding welfare since the last inspection. Students are protected through robust child protection procedures and well trained staff. Any issue which may relate to a child protection concern is addressed in line with the local Safeguarding Children procedures and the school has responded in a professional manner to any allegations or serious concerns about a young person's safety. All staff receive child protection training at their initial induction and regular updated refresher training. Students are protected by good risk assessments. These are detailed and relate to each student's vulnerability and how staff minimise potential risks. The school has updated the child protection policy and procedure to ensure Ofsted details are present and notifications are made in a timely manner. Students are protected and their welfare promoted against bullying and targeting behaviour by good staffing ratios. If issues of conflict arise, students are supported by various behaviour management strategies to minimise potential risk. Staff respond to students in a positive manner and encourage positive behaviour. Students are safeguarded against going missing by vigilant staff and good staff ratios. Students are further protected by good risk assessments. Staff demonstrated a good understanding of their role and responsibilities if a student should be absent without consent. There have been no incidents of boarders leaving the boarding environment without permission. The school has a well established and effective system for behaviour management in place. Students are encouraged to develop positively through behaviour management and reward systems. Staff use a variety of skills to encourage and reinforce good behaviour. All staff are trained in a positive behaviour management technique called 'TEAM TEACH'. This technique includes

various de-escalation methods and when necessary, physical intervention. Students are also protected by meticulous record keeping of all incidents requiring physical intervention and these are monitored regularly. Staff view the young people positively and observations of behaviour management were positive and respectful, and managed well. The introduction of trained staff in the new behaviour management system has resulted in the reduction of use of physical intervention within the boarding environment. The school has a well-established health and safety policy and thorough risk assessments in place for all hazardous pursuits and fire safety. Staff take particular efforts to ensure boarders are free from avoidable hazards and there are good responses to maintenance issues. Students are fully protected from fire hazards through regular and thorough testing of all equipment including fire alarm systems. Students regularly practise the fire evacuation procedure and staff are suitably trained in evacuation procedures and fire safety. Students are protected by additional security of the school and the boarding house has restricted access. The vetting of staff and visitors is comprehensive and thorough. The school follows a very clear safer recruitment procedure and training is undertaken in this area. The school maintains records of the selection process undertaken and ensure checks are in place prior to staff commencing work. The school follow the Department for Children Schools and Families guidance on safer recruitment in Education. The interview panel for new staff are appropriately qualified to the new safer recruitment standards. Students have been involved in some aspects of staff recruitment.

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

The provision is outstanding.

Students' educational achievement is positively promoted within the boarding environment. The residential contribution to education is established and involves excellent liaison with the teaching staff and this is recognised as contributing to the educational achievement of the students. Staff have been motivated and re-established 'pathways to independence to support and record students' achievements in social and independent living skills. Students are afforded many opportunities of working towards independence both in the boarding environment and within the community. Residential education focuses on self help and independence skills as well as supporting students to manage their own behaviour. Students receive a high level of individual support from staff that understand their needs and support boarders to take an active interest in social and leisure activities. The school has explicitly identified how support to individual student's needs will be provided and which person or agency will respond to that need. Staff are fully open to addressing a wide range of possible needs and were observed to respond appropriately to students with a range of complex special needs. The school has well established links with a range of helping services and staff make every effort to find services to fit student's needs. Some young people have external advocates and it was clear that boarding staff would and do advocate on behalf of student's. Students have access to a wide range of activities both on site and within the community. The school has its own hydrotherapy pool and sensory light and sound room, which student's access frequently. Very few boarding staff are trained in driving the school minibus to transport student's to activities, however, this did not appear to impact on student's accessing the community at this current time.

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

The provision is outstanding.

The school has put effort into ensuring that students are provided with the information and support they need to take an active interest in the outside world and those parts of the running

of the school that will affect them. The school fosters boarders self worth through encouraging positive relationships between themselves, their families and the staff at the school. Excellent communication systems are used within the boarding house to encourage independent communication from student's. Staff are trained in the range of communication methods used. One student said 'boarding was great' and they 'had fun'. Students are encouraged to take an active and independent role in the running of the boarding house and boarding routines, and communication work schedules were observed to work very well for student's to support them to undertake these duties. Students benefit from newly introduced comprehensive and concise placement plans. Individual care needs are identified, reviewed and monitored regularly. This in turn assures consistency of care, clearer and accurate recording of outcomes for students. The school has a well established and thorough system for reviewing placement plans and the needs of each individual. Students are actively encouraged to participate in these reviews and student's contribution forms part of the record of the review. Developments to make plans person centred are to be introduced. The school demonstrates a positive attitude to boarder's family and parental contact. The school makes provision for these contacts to be made in private. Students' wellbeing is further supported through regular communication between school and parents, in addition to weekly home to school reports. Many staff have regular e-mail contact with parents to ensure good communication is maintained. Boarding at Osborne School is on a term time only basis with students returning home at weekends.

### **Achieving economic wellbeing**

The provision is not judged.

This area was not judged. On inspection there was no cause for concern.

### **Organisation**

The organisation is good.

The school has a very effective and coordinated management system. The staff team responsible for care are valued and unquestionably committed to students' welfare. The style of management ensures that staff are clear about their tasks and responsibilities. Pupils benefit from a very well run school. The Statement of Purpose accurately reflects the schools principles and practice, however, the boarding handbooks are currently under review and the pupil's guide is being updated to make it more pupil friendly. Students' welfare is protected and promoted by sufficient day and night staff with experience and training to meet their needs, support them in their activities and to appropriately manage behaviour. Students generally know who will be on duty and do not appear to have been disrupted by a change in staff. The team has a balanced mix of male and female staff to meet the needs of students. The staff training programme includes a good induction. There are training opportunities for the staff and they are supported to make use of these opportunities. The current training programme does not include the formal training in medication administration practice and procedures, however, safe practice is adhered to. Due to a new staff team within boarding the school does not meet the 80% target of staff achieving their NVQ Level 3 in Care. However, the school has demonstrated their commitment to ensuring all staff are to be enrolled on the course and confirmation of this was in place. The Head of Care Services is well qualified to undertake the role and develop the boarding service. Staff are clear about lines of responsibility and which staff are responsible for their support. Supervisions take place regularly and staff confirm notes are taken of these meetings and that they felt supported by senior staff. The new staff team demonstrated an eagerness to ensure student's needs are fully met and were observed to be committed, keen and energetic when

supporting students. Students' welfare is protected and promoted by good monitoring systems which now involves governors undertaking regular monitoring visits. All areas, as prescribed within the National Minimum Standards, are monitored and developments are being made to identify and clearly evidence outcomes for boarding pupils.

## **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.

<b>Standard</b>	<b>Action</b>	<b>Due date</b>
-----------------	---------------	-----------------

### **Recommendations**

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

## 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.**