

# St Anne's Community Special School

Inspection report for residential special school

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<b>Inspector</b>	Lynne Busby
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<b>Registered person</b>	East Riding of Yorkshire Council
<b>Head of care</b>	Michael Stubbins
<b>Head / Principal</b>	
<b>Date of last inspection</b>	20 November 2007

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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 Anne's Community Special School is situated in its own grounds in the village of Welton to the west of Hull. Access is available to public transport, shops and leisure facilities. The school caters for pupils from two to 16 years of age. All pupils have a Statement of Special Educational Needs and have severe learning difficulties, or profound and multiple learning difficulties. Within the residential unit, boarding facilities are offered to the children who attend the school and would benefit from the 24-hour curriculum. Children board on one or two nights each week and are also able to board at weekends. The residence is open throughout the year, apart from two weeks in the summer and some days during the Christmas and new year period, and all bank holiday weekends. Boarding is provided in a single storey block adjacent to the main school with accommodation provided in single and shared bedrooms. The unit is separated into areas each with bathing and toilet facilities, a lounge, dining room and kitchen area. The residence also has a light/sensory room, a soft play room, a computer and games room.

### **Summary**

This was an announced key inspection and assessment of the recommendations made at the previous inspection was also undertaken. The staff are enthusiastic and motivated to provide a positive experience for children staying in the school and are consistent in their practice. There is an integrated approach between the residence and school that promotes a whole school experience. There is a well planned programme for the children that is monitored to ensure all children's needs are fully met. Parents gave positive comments regarding the care their children receive and said 'we think that St Anne's residence and school are very good and well organised, the staff are friendly and approachable'. Recommendations refer to the staff being aware of the training method of care and control used at the school; that records on incidents clearly record any concerns to ensure an accountable system is in place; a plan of responses of a range of foreseeable crisis is not yet developed; the policy for children who are absent without authority is to be developed and Ofsted to be informed of any significant events. The school is judged as good with some outstanding practice in being healthy and enjoying and achieving. The overall quality rating is good.

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

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

At the last inspection recommendations were made that records that are monitored are signed and dated. The head of care has reviewed how records are monitored and devised a system to complete these. The governor for the residence now visits at half term and the report format is now more comprehensive to assist the school in making improvements. There have been no new staff recruited since the last inspection. However, the school is presently selecting new staff and all staff will have a Criminal Records Bureau (CRB) check and references before they begin employment. All accidents are clearly recorded. The dietary needs of the children that had been displayed on the dining room wall has now been removed to promote confidentiality. The policy in relation to absence without authority is still to be produced.

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

The provision is outstanding.

Children live in a healthy environment where their individual health, dietary and intimate care needs are fully met by an excellent multi agency staff team who provide a holistic approach to health care. The responsibilities for the overall healthcare needs remain with the parents as the children only board for two days a week. Staff demonstrate that they are well informed about the health needs of children and have been trained to meet any specific health matters. Meals provided are of a high standard and well balanced. Healthy food is offered and special dietary needs are catered for. Mealtimes are well organised and enjoyed by children and staff. Children are encouraged to help at mealtimes and older children cook a meal once a week. The school has policies and procedures for administration and storage of medication which is clearly understood by staff. There is a safe and accountable system with clear recording that makes monitoring easier. The staff have training in first aid and all accidents are recorded.

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

The provision is good.

The children's welfare is promoted by staff who are aware of their responsibilities to provide a safe and secure environment and protect from harm. The children's privacy is respected and staff demonstrated an understanding of confidentiality to safeguard the young people. The staff are trained in moving and handling and are sensitive to children's needs when dealing with physical intimate care. Staff demonstrated an understanding of confidentiality to safeguard children. The arrangements for complaints are safely managed. The school has a complaints procedure that is available to parents. Parents said 'if I have any concerns about anything the staff are there for us'. There have been some recorded complaints which have been appropriately acted upon. The staff know how individual children communicate and will advocate on their behalf whilst they are in residence. Children are fully protected from abuse and bullying by staff who are aware of their responsibilities. The school have a copy of the Local Children's Safeguarding Board (LCSB) procedures and all staff have received updated child protection training. This is good practice. There is a whistleblowing policy in place, which provides staff with guidance on reporting concerns and they said they would feel supported by the school's managers in following the procedure. Child protection issues are dealt with appropriately by the school, however Ofsted had not been notified of this. There is a record of any incidents but these do not fully record the detail of allegations made by a child. This does not provide an accountable recording system. The staff deal with any issues which may arise and any bullying is dealt with promptly. The school have a clear policy on anti-bullying. There have been no incidents of children going missing from the residence. The school have a policy for children who are absent but this does not include when children go missing without authority. Children benefit from clear and consistent boundaries. The staff are trained in care and control but this has until recently been a 'named' method, however staff are unaware of this change. This does not provide a clear system. Restraints are only used as a last resort and staff are skilled in using distraction techniques to promote positive behaviour. The children have individual plans in place which identifies positive handling strategies for challenging behaviours, this is good practice. Sanctions are clearly recorded, but rarely used. The school provides a safe environment for children to stay. All maintenance certificates are up to date and fire drills are held regularly. There are risk assessments in place for activities, fire and the building. The school follows the local authority recruitment and selection procedure. No new staff have been recruited since the last inspection, however full checks will be completed before staff begin work at the school. This ensures that there is a robust system in place to protect children from harm.

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

The provision is outstanding.

Children receive individual support when they need it from staff who are skilled and experienced. The school provides specialist services where necessary to help children develop and reach their full potential. When children stay at the residence they have the same bedroom and routines and are in the same group which helps them feel secure. The integration between school and residential life is seamless, providing children with a consistent experience throughout. This is encouraged by excellent communication systems between teaching and residential staff. There is handover which takes place on a daily basis and a common focus is achieved through individual target setting. The excellent range of activities, defined structure, and sound relationships between staff, parents and children are a contributory factor in achieving positive outcomes.

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

The provision is good.

Children are valued and their individuality is respected. Systems in the school are child-centred and inclusive. Staff use the child's preferred method of communication to ensure that their wishes and feelings are known. The school has a residence council to discuss issues that affect children's day to day lives. This is a good way of gaining children's views. Placement plans are in place for each child that identifies their needs and potential risks. These are regularly reviewed. Children have a link worker who supports the children and keeps records up to date. The children can have contact with their families while staying at the residence. Children can telephone home and also receive calls. Parents are encouraged to contribute their views of the school through regular questionnaires. Parents said 'we are informed each week by the home/school book and if we have problems we can always speak to staff' some parents felt communication could be better 'they could improve reporting progress and activities'.

## **Achieving economic wellbeing**

The provision is good.

The residence is set close to the main school building and accommodation is on one floor. The internal layout is not purpose built but has been adapted to meet the needs of the children. The residence is furnished in a homely manner and some bedrooms have been refurbished. There is a range of facilities available for the children including a light sensory room and a separate playroom. There is an outside area with play equipment, this has a covered area. The school has sufficient bathrooms; one has a shower fitted so children can choose between having a bath or shower. The bathrooms are designed taking into account the children's needs and have ceiling tracking and assisted baths.

## **Organisation**

The organisation is good.

The residence is well managed and the children are cared for by a staff team that is child centred and motivated. The Head of Care has recently been appointed on a permanent contract and has made a number of changes to improve the running of the residence. Parents said that 'the staff treat each child individually, endeavouring to maintain their dignity, happiness and encourage independence according to the child's abilities and understanding'. There is a statement of purpose that is clear and sets out the functions of the school. There is a child-friendly children's handbook that is pictorial in format. Staff rotas and discussion with

staff indicate that there are good levels of staffing to meet the needs of the children and provide a range of activities beyond the school day and at weekends. The good level of staffing enables staff to cover at times of absence. This promotes consistency of care. Staff have regular meeting to reflect on practice and ensure consistency. Staff said they are 'proud of working at the school'. The staff have completed a range of training that enables them to meet the needs of individual children. There is commitment to train staff from the head teacher and staff have either completed National Vocational Qualification (NVQ) Level 3 in Caring for Children and Young people or are working towards completing a qualification. The head of care has introduced a system to ensure all records are monitored and this identifies any issues requiring action. The head teacher completes an annual report on the operation of the school and monitors records. The governing body have a designated governor who is responsible for visiting the residence. Half term visits are taking place and a new reporting format has been devised which indicates that staff and children's views are sought.

## 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):

- ensure Ofsted is notified of any significant events (NMS 7.2)
- ensure that staff are clear about the method of care and control training they receive (NMS 10.12)
- ensure records are clearly recorded and any concern are followed up (NMS 10)
- ensure there is planned responses to a range of foreseeable crisis in place (NMS 31.9)
- update policies in relation to absence without authority (NMS 8).

## 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.**