

Woodeaton Manor School

Inspection report for residential special school

Unique reference number	SC013056
Inspection date	4 June 2008
Inspector	Christopher Garrett
Type of Inspection	Key

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Date of last inspection	26 June 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

Woodeaton Manor provides education for 40 children and young people aged 11 to 16 years old, of mixed gender. It is designated as a special school for pupils with Behavioural, Emotional and Social Disorders (BESD), but has a particular focus on those with emotional and social difficulties. The school became a foundation school on 1 April 2008. The premises consist of a number of Grade II listed buildings, which include an 18th century manor house, which stand in extensive private grounds. The pupils live within the boundaries of Oxfordshire though this means that some have to travel quite a distance each day. Woodeaton Manor provides flexible boarding arrangements for up to four nights a week for up to 10 pupils. A team of residential staff take responsibility for these pupils after the school day until the following morning.

Summary

The purpose of this visit was to conduct an announced inspection of all of the key National Minimum Standards for Residential Special Schools. Some additional standards were also inspected. The inspection was completed over a two day period and was conducted by an Ofsted social care inspector. The judgements in this report have been made using new benchmarking guidance that was implemented on 01/04/08. Information about this guidance can be found on the Ofsted website. The new basis for making judgments is not directly comparable with that used previously. The overall standard of care for the pupils at the school is good. Some aspects of how the school promotes the welfare of the pupils are outstanding. Pupils indicate that they are very happy at the school and the majority enjoy the residential experience. A significant feature of the school is the good relationships that occur between pupils and staff. Interaction is good and appropriate boundaries are maintained. Pupils feel that they are well cared for and safe. There is evidence that the school is committed to improving the standards in the residential provision in the school and uses the inspection process to focus on areas for improvement and development. The school takes good measures to ensure that the pupils' medical welfare is promoted and safeguarded and they have access to quality medical care and first aid. The catering provision is an outstanding aspect of the school and clearly demonstrates the importance placed on providing the pupils with healthy nutritious meals that meet their dietary needs. Staff are sensitive to the specific dining arrangements required by some pupils who have autistic traits. All of the residential care staff are aware of their roles and responsibilities in regards to keeping pupils safe. This is supported by good up to date policies, procedures and practice. Bullying is not an issue within the school and any concerns are dealt with promptly. There are clear expectations of what behaviour is acceptable in the school and residential areas. Residential staff make little use of sanctions or punishments but when used these are perceived by the boarders as being fair. There is a good awareness among staff and pupils regarding the school's fire safety precautions. The school has completed a fire risk assessments and training has been provided to staff on fire awareness and the fire marshals have a completed course specific to their role. Some shortfalls in documentation for, and the completion of checks on, some fire detection equipment were identified. Pupils talk about feeling safe in their residential units. The school has generally robust systems in place for the recruitment and vetting of staff which help to ensure that the pupils are not being exposed to potential abusers. Additional levels of safeguarding have been assured by the completion of retrospective Criminal Records Bureau (CRB) checks on all staff. The school has failed to complete CRB checks on other adults associated with the school. The residential provision actively support the pupils' educational progress at the school. Care staff contribute and attend

the annual reviews of the pupils' statements of special educational needs. Pupils receive and have access to individual support when they need it. All of the pupils identify adults within the school who they can approach with concerns. The arrangement for the pupils to be able to make contact with adults who are independent of the school provides an additional level of safeguarding. Pupils have a range of opportunities to be consulted on various issues and are able to contribute their views on the day to day running of school and the residential provision; this an outstanding aspect of school. The school has a positive attitude to pupils being able to maintain contact with their parents, family and carers and allows pupils to have mobile phones and have access to the internet to retrieve emails. The overall standard of the residential accommodation is satisfactory. The communal areas and bedrooms are generally in a good state of repair and provide age appropriate facilities and resources. The residential accommodation is clean and tidy and there are no signs of malicious damage or vandalism. Some of the roofs are leaking which has resulted in damage to interior decoration and floor coverings. The school has sufficient numbers of baths, showers and toilets for the number of the pupils who reside in the school. The standard of these facilities is variable. The numbers of staff on duty are sufficient enough to meet the current needs of the pupils in the residential units in the school. Pupils are cared for by an experienced and established care team. There are shortfalls regarding individual staff member's professional development.

The overall quality rating is good.

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

Improvements since the last inspection

This section reports only on improvements relating to recommendations set at the previous inspection. The school has been proactive in addressing all but one part of the recommendations made following the last key inspection held in June 2007. The school was recommended to review the use of mobile phones with audio and video recording facilities. In response to this the school conducted a whole school discussion on the use and potential misuse of mobile phones. Following this a new policy has been implemented. The steps taken by the school help to ensure that the privacy of pupils is respected and has raised awareness amongst staff and pupils on the potential abuse that can occur from the misuse of mobile phones. The school was recommended that it review the pupils' formal complaints procedure and the security of the restraint and sanctions logbooks. The school has reviewed its systems for recording physical interventions and details of these are copied into a bound and numbered book in accordance with the National Minimum Standards. The Head Teacher reviews the entries as part of the system for monitoring school records. The recommendation to review the security of the sanctions book is addressed in this report. The school has taken measures to ensure and improve the safety and protection of pupils. All staff have undertaken fire safety training. Two members of staff have been delegated the role of Fire Marshal and have received appropriate training. An audit of on site and generic risk assessments has been undertaken and these have been reviewed and updated. Individual pupil risk assessments have also been reviewed and any specific areas of concern with reference to activities have been added. Additional measures for the safeguarding of the children have been introduced by the implementation of a system to update Criminal Records Bureau (CRB) checks every three years. This helps to ensure that pupils are not exposed to potential abusers. The school has also made arrangements for the pupils to be able to raise concerns or problems with two nominated adults who are independent of the school. Pupils have been advised how they can access the independent adults. The school has

implemented a system for monitoring a number of key school records. This enables the Head Teacher to identify any trends, patterns or issues that require any action to be taken.

Helping children to be healthy

The provision is outstanding.

The pupils' health needs are identified and promoted. During the pre-admission process parents/carers are requested to provide information on their child's medical history and any ongoing health or medical problems. These details are recorded in the pupil's placement plan which is regularly reviewed. The placement plan clearly identifies how a pupil's individual health needs are to be met and who has responsibility for ensuring that this takes place. Arrangements are made for the pupils to be able to access emergency treatment and to receive ongoing medical support when required. Pupils remain registered with their own family Doctor, Optician and Dentist. The school will arrange for emergency appointments if required. Staff provide additional levels of support by making themselves available to escort the pupils to medical and health care appointments. All pupils confirm that they are able to access a Doctor if required and that staff are available to transport them. Pupils are given the option to go into their appointments on their own but tend to ask staff to accompany them. Pupils express their satisfaction with how they are cared for if they are unwell. They all indicate that there are always people to look after them and are aware that if they are ill they may be sent home for parents to look after them. One pupil commented, 'they take care of you and give you comfort' and another that they, 'let you lie down and make sure you have enough water, and if you are ill you go home.' Permission is sought from parents/carers to delegate responsibility to the school to authorise routine medical examinations, minor first aid, administration of non prescribed medication and emergency treatment. A number of education and care staff have completed some level of first aid training. This arrangement helps to ensure that pupils are able to access suitably qualified first aiders at all times. The school takes good measures to ensure that the pupils' medical welfare is safeguarded. There is a clear policy regarding prescribed and non-prescription medicines. All of the care staff are given training from the school nurse on the administration of medicines. Guidance is also provided regarding those pupils who have specific medical needs including epilepsy, asthma and diabetes. Guidance and training is available for any pupils requiring intimate care but this is not presently required. Medication within the residential units is kept within secure cabinets. There are established systems for recording the dispensing of medication and for the amount of medication held in stock in the residential unit and this was seen to work in practice. Pupils are encouraged to take 'Omega 3' capsules. These are provided by the school and given out on a daily basis. The school has a clear no smoking policy and information on this and other health and social matters are addressed through the school's Personal, Social, Health and Citizenship Education (PSHCE) lessons. The catering provision is an outstanding aspect of the school which clearly demonstrates the importance placed on providing the pupils with healthy nutritious meals that meet their dietary needs. The staff responsible for the provision and preparation of food have a good understanding of what makes a good balanced diet, take into consideration advice on nutrition and put it into practice. Menus are varied and are provided over a four week rolling programme. Choice is accommodated as well as special dietary requirements. Pupils are fully aware of the school's emphasis on healthy eating and all of them offer positive comments about this and the standard of food. A number explain how they are, 'not allowed to bring in fizzy drinks and sweets,' and a pupil advised that the school, 'puts healthy food and snacks out, and tell children what bad food does to you'. Pupils are encouraged to try different types of food. Fresh fruit and drinking water is always available. The school was awarded a Healthy Schools Award in December 2006 which is still

current. Staff are very sensitive to the needs of those children with autistic traits and who have particular issues about their food. These are accommodated, not challenged or become a subject for change. This reduces the stress and anxiety that mealtimes can present for these pupils. A third break out dining room has been created providing a space for those pupils who find socialising difficult and choose to eat away from the general melee of the larger dining room. This provides the opportunity for these pupils to observe and become familiar with the school's routine and once settled into this choose whether to move to another dining area. In the two other dining rooms mealtimes are both orderly and sociable occasions. The dining rooms and their furnishings are suitable for the numbers of staff and pupils dining in them. Meals are prepared in a well equipped and modernised kitchen. Staff provide good role models by taking all meals including breakfast with the pupils. This is a contributory factor to the community spirit of the school. Pupils have the opportunity to go shopping for food and to do cooking in food technology lessons and each of the residential units has a space for the preparation of snacks. All of the care staff and a number of the education staff have recently completed a course in Food Handling and Hygiene.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Care staff show a regard for the privacy of the pupils and take appropriate steps to respect their confidentiality. Care staff knock on bedroom doors before entering and are aware of sensitive times, such as showering, washing and changing and take steps to ensure that their supervision at these and other times is not intrusive. Pupils do not report any concerns regarding their personal privacy. Children's records are kept safe and secure. Access to the residential files is restricted. Staff receive guidance on issues regarding privacy and confidentiality from information contained with the Staff Handbook. Guidance and training is provided for those occasions that staff have to provide intimate care. Pupils have access to pay phones in either of the two residential units. Their location provides a reasonable level of privacy. The pay phones were found to be in a working order. Details of national helplines and other support agencies are on display in and around the residential areas. The school has adopted a realistic and practical approach to the ownership of mobile phones by pupils. Guidance on the use and misuse of mobile phones has been developed after consultation with the whole school community and the pupils elected to only have access to their mobiles in the evenings. Pupils are able to retrieve emails from parents and carers on computers based in the school and in the computer room in the Annexe. These arrangements ensure that pupils (subject to any agreed restrictions) are able to maintain contact with their parents and carers and to contact external agencies without having to seek permission from staff. There is a private, comfortable room available for use when the pupils have any visitors. Staff are provided with guidance on how to appropriately conduct a search of a pupil's belongings and how to record the event. However, there has not been a need to do this for some time. The school has developed and implemented a clear complaints procedure and information about this is available to pupils and their parents. The school has recently reviewed the pupils' formal complaints procedures and blank forms for recording complaints are now freely available. Pupils are aware of the new system for writing down and submitting a formal complaint. However, there is an expectation amongst staff and pupils that concerns are dealt with informally and that there is not a need to make use of the formal process. All of the pupils identify at least one adult in the school that they feel they can approach with any worries and confirm that they would, 'take concerns to staff'. All feel that their issues are listened to and are confident that staff will do something. One pupil commented that, 'problems are sorted out' and another that staff, 'help look after you'. The evening

residential meeting and the twice a day circle time provide safe forums in which the pupils are able to raise concerns and be listened to. The school demonstrates a strong commitment to ensuring that the pupils are protected from abuse. All staff are fully aware of their roles and responsibilities and know how to appropriately respond to any disclosures or allegations of abuse or serious concerns about a pupil's safety. A clear policy and guidance on child protection has been devised and implemented by the school and is made available to all members of staff. The policy and guidance is reviewed annually. One of the Deputy Head Teachers is the school's designated person for child protection matters and has received appropriate training. The designated person advises that there have been no recent incidents, but has a system in place for recording issues and concerns including those which may not reach the threshold for referral to social services. The Head Teacher takes the lead in providing child protection training to the whole school and this is updated annually. Staff speak positively about the training that they receive and feel that it has fully prepared them for responding to and dealing with an allegation or disclosure of abuse. A strong aspect of the school's safeguarding measures is how it successfully ensures that the pupils are protected from bullying. The school has produced an anti-bullying policy and an anti-bullying charter which are on display in and around the school and residential areas. The policy includes definitions of bullying and also provides examples of how this may take place including 'cyber bullying', through the use of mobiles, emails and the internet. A clear message is given that bullying is unacceptable and will not be tolerated and that it is everybody's responsibility to respond to any incidents and to protect pupils from bullying. This message is consistent throughout the education and care settings and is reinforced through the school's PSHCE programme, circle time and residential meetings. All of the pupils indicate that they are not bullied at school. Those who state that have seen it happen explain that staff respond quickly to any incidences and deal with it effectively. Staff report that the school does not accept any form of bullying and that generally when this does occur it is normally in a verbal form. Staff are aware of the danger that a pupil places him or herself in by leaving the premises or the supervision of staff without permission. Guidance is available on how staff are to respond to incidences and this includes consultation and involvement with other agencies including the police. The level of risk posed by children leaving the school without authority is determined during the pre-admission process and is included in their individual behavioural plan. Care staff are aware of the procedures but state that children being absent without authority is not an issue for those pupils boarding at the school. The pupils at the school are assisted to develop appropriate behaviour through the encouragement of acceptable behaviour and constructive staff response to inappropriate behaviour. Guidance is available to staff on how the school manages behaviour through its Behaviour Policy and Code of Conduct. The policy places a great emphasis on recognising and acknowledging and celebrating acceptable behaviour. The code of conduct sets out clear guidance of what levels of behaviour are expected by all at the school. Both the residential and education teams have developed systems to identify and reward positive behaviour. These include some level of public recognition during circle time or the residential meeting which helps to reinforce the behaviour and to improve the pupils' feelings of self worth and esteem. Approaches to the management of a pupil's behaviour are outlined in their individual behaviour plans. These include targets that are set for the whole group and for individual pupils to meet. Pupils are aware of what standards of behaviour are expected from them and also the consequences of not achieving this. Inappropriate behaviour may result in a sanction or punishment being given. Staff give the pupils warnings and a chance to reflect on their behaviour before it escalates and a sanction is required. One pupil explains that they are given some time, 'to think about what you have done then you are asked to say sorry' and another that, 'we get the chance to make things

better'. Sanctions are rarely used in the residential settings. Those that had been given are seen to be fair and appropriate. Pupils indicate that they feel the school rules are, 'fair'. Sanctions are recorded on loose leaf significant incident forms and the information from these are collated and monitored by senior staff. The method for retaining records of sanctions is not in compliance with the National Minimum Standards. The school acknowledges that there may be occasions when a pupil's behaviour may pose a danger to themselves and to others and prepares staff for dealing with this. The majority of the staff have received training in the use of PRICE (Protecting Rights in a Caring Environment) physical intervention methods. Staff are given guidance on the use of de-escalation strategies and the use of restraint holds. This is updated on an annual basis for the whole staff team. Staff members not directly connected with the care and education of the pupils are involved in the training. They are not allowed to take part in a restraint, but their participation in the training allows them to offer an objective and informed opinion on when they witness restraint taking place. The school is aware of the potential risks that restraint may pose for some pupils. Behaviour plans indicate how individual pupils may respond to be restrained and details the holds that may be used for those pupils with specific health needs, for example, asthma. Care staff advise that they have not had any recent need to use any form of physical intervention with any of the pupils living in residence. Physical intervention is recorded on the loose leaf significant incident forms. These are monitored by senior staff. The school has recently introduced a system to transfer records of restraint into a hardbound and numbered book. There is a high awareness amongst the care staff and pupils regarding the school's fire safety precautions. The pupils' induction process includes being made aware of the residential unit's fire procedures. Pupils confirm that practise evacuations from the residential units are routinely undertaken and that some of these take place late at night. They are aware of the need to go to the fire assembly points. The current evacuation records do not record the names of the staff and pupils who have participated in practise evacuations. Systems are in place for the regular checking and servicing of fire safety and detection equipment. Detailed records of fire safety activity are normally kept. However, an examination of the records showed that the school has not received confirmation of some recent work and a service of the emergency lighting has not taken place. There are no records of the emergency lighting having been tested over the past few months in accordance with the interval set out in the logbook. Two staff have recently completed Fire Marshal Training and a course on how to complete fire risk assessments. A fire risk assessment has been completed and shows that no significant findings have been identified. A number of other staff including residential care workers have completed training in Fire Awareness. The school is proactive in ensuring that the pupils and staff are safe from other types of hazards. No significant unnecessary health and safety hazards were identified during the tour of the premises or grounds. There is a process by which any broken windows are replaced with safety glass or are covered with safety film. The school has recently won a further recognition for its excellence in compliance with health and safety matters. The school has an established system for testing its water. The school runs six vehicles and records show that these all have the appropriate documentation and are regularly serviced. The school has an established system for completing risk assessments which cover a range of issues including environment, Health and Safety, Manual Handling, Cleaning, Premises and on and off site activities. Individual risk assessments are in place for those pupils whose behaviour may pose a risk in certain activities. These are all up to date and signed off by the Head Teacher and identify the level of risk and the measures in place to reduce and manage these. There is no separate risk assessment regarding security though there are measures in place. Pupils indicate that they feel safe at the school and have no concerns regarding its security. Additional levels of safety for the pupils are ensured by

requiring all visitors to the school to sign in at the main office and wear a visitor's badge at all times. Staff are easily recognisable as they all wear an identity badge. Pupils advise that they have been told to tell staff if they see any strangers on the school site. The school has a generally robust system in place for the recruitment of staff. This is a contributory factor to the safeguarding of the pupils and helps to ensure that they are not being exposed to potential abusers. The recruitment process includes the submission of an application form, obtaining references, verification of references and conducting interviews. The school has recently reviewed its process for vetting staff. Previously the school has followed the guidance provided by the Department for Children, Schools and Families (DCSF). The Head Teacher has decided that a higher level of protection is ensured by adhering to the National Minimum Standards guidance for vetting care staff and non-teaching staff. Procedure is now that Criminal Records Bureau (CRB) checks will be obtained before non-teaching and care staff commence their employment at the school. An examination of a recent appointment confirmed that this is current practice. Additional levels of safeguarding have been obtained by the completion of retrospective CRBs for all staff employed before April 2002. These are to be updated on a three year cycle. Staff based at the school but working for other agencies are said to have CRBs checks in place. An examination of the audit of CRBs showed that one has not been obtained for an adult living on the premises but not employed by the school. Immediate action was taken to rectify this.

Helping children achieve well and enjoy what they do

The provision is outstanding.

The residential provision actively supports the pupils' educational progress at the school. Each of the pupils attending the school have a statement of educational needs. Care staff are aware of the needs set out in the statement and contribute to meeting these. Pupils are encouraged to develop self help and independence skills. This is supported through a range of activities, a life skills programme and through some of the targets set out in the pupil's care plan. Woodeaton School views itself as a community and all of its members help and support each other. All of the school come together at breakfast and during circle time which provides opportunities for staff to exchange information. A member of care staff regularly attends the evening meetings that take place after school. Care staff are available to help support those pupils who are given homework or have a specific project to complete. There are areas within the residential units where this can take place. All of the pupils confirm that help is available after school if they need help with their school work. Care staff contribute to and attend the annual review of a pupil's statement of special educational needs. The pupils receive and have access to individual support when they need it. Individualised support is identified through the pupil's individual education plan and/or through their placement plan. One of the senior members of staff is responsible for liaising with external agencies and services to ensure that pupils access those services that have been identified. Some pupils receive support from social workers and from services arranged by their parents. The school is able to access services and advice from the school nurse, speech therapist, educational psychologist and from the Connexions service. Each of the pupils is allocated a key worker whose responsibilities include implementing, monitoring and reviewing their key children's care and placement plans, liaising with external agencies and keeping in contact with parents. All of the pupils identify at least one adult in the school who they feel confident about seeking advice from. In response to a recommendation made within the last report the school has arranged for the pupils to be able to access an adult who is independent of the school. The school has requested that two Connexions workers who regularly visit the school fulfil this role. One of the workers explained how they view their role as an

independent person as a natural continuation of that of being their personal adviser. Pupils are able to request appointments directly with them. Where necessary an additional level of support is ensured by providing pupils with their personal contact numbers. Pupils are made aware that their meetings are confidential except when there are welfare or safeguarding issues that need to be passed on to designated members of staff. Pupils have been provided details of the service and how to access this in a letter sent to them from the Head Teacher. A number of the pupils specifically identify the Connexions workers as being one of adults they would take concerns to. This arrangement increases the availability of adults who pupils can approach. Pupils do not have to involve the school which ensures an additional level of independence, security and confidentiality.

Helping children make a positive contribution

The provision is outstanding.

A strong aspect of the school is the arrangements that are in place for the pupils to be given regular information on, and to be routinely consulted about, the day to day running of the school and the residential provision. Consultation and information sharing takes place through a number of established forums in the school and the residential areas. Circle time is an integral and important daily feature of the school. It provides a daily opportunity for pupils to receive information about events and visitors to the school. This is an important matter for those pupils who find changes in routine difficult manage. Circle time provides a safe environment in which consultation can take place and where pupils are encouraged to express their views, opinions, thoughts and feelings on a wide range of issues. Staff manage circle time with a great deal of sensitivity and do not follow a set agenda. The regular evening residential meetings provide a further opportunity for pupils to reflect on their day and to discuss the evening arrangements. Staff demonstrate that they place a great value on the views and opinions of the pupils. Contributions to circle time are sought from both staff and pupils. Each individual has the opportunity to express themselves and to be listened to by the rest of the group. Pupils are advised of local and national events that may have an impact on the school and encouraged to consider how this may be best managed. There is an elected school council which meets on a regular basis. This provides pupils the opportunities to develop interpersonal skills in discussion, negotiation and delegation. The school council has recently been involved in the development and implementation of the new mobile phone policy and arranged consultation with the rest of the school on the colour of a new mini bus. Arrangements are established for the pupils and their parents /carers views to be sought on major life decisions which affect the child's future. Pupils are encouraged to contribute and to attend there annual reviews. Pupils speak positively about the amount of information they receive and about the level of consultation and the forums in place for this to occur. One of the pupils comments on how, 'we can share our views in the school council', and another explained how, 'we make decisions together.' Pupils give examples of how they have recently been consulted about the refurbishment of the showers in the Annexe and the arrangements for housing the school chickens. Visitors are asked to complete feedback forms on their impressions of the school. A further strong aspect of the school is the good relationship that is present between the staff and pupils. The general view of pupils is that the staff look after them well. One pupil comments that the staff, 'help us to feel safe and become more social and tell us how to act around certain people in certain situations'. Interaction between staff was seen to be good and appropriate boundaries maintained. Each of the pupils who stay in the residential provision have a clear and easily understandable placement plan which specifies how the school will care for each pupil in accordance with his or her assessed needs. Information for the placement plan is initially sought

during the pre-admission process and is then routinely reviewed. The placement plans reflect the individual needs identified within the pupil's Statement of Special Educational Needs. Each pupil also has an individual care plan which sets out how their current and future needs will be met. The care plan is drawn up in consultation with the pupils by their key worker. Individual and group targets are identified and worked on for a term. Copies of the care plan are on display in the pupils' bedrooms which allows the rest of the staff to familiarise themselves with the rest of the young people's individual targets. Staff have access to a range of work sheets that support the work they do with the pupils to reach their targets. The care plans are monitored and reviewed by the pupil's key worker. Care staff prepare regular reports and contribute to their key pupil's annual reviews. Staff recognise the importance of the pupils being able to maintain contact with their families and carers. The school provides weekly and flexible boarding arrangements. Consequently, some pupils have personal contact with their family/carers during the week and along with all of the weekly pupils return home for the weekend. During the time they are in residence pupils have access to a payphone in order to make private calls. A number have mobile phones which they are able to use during the evening after school. Each of the pupils has an individual email account which they can use to send and receive electronic messages. These arrangements ensure that pupils are able to contact members of their family/carers without having to first seek permission from a member of staff. There is a comfortable family room on the ground floor of the Annexe which can be used by pupils to meet with visitors and their families /carers in private. The school recognises the value of staff maintaining contact and building up a relationships with parents and carers. Care staff keep in regular contact with parents by the use of a Home/School Diary and regular phone calls. Significant calls to and from parents/carers are logged and a record placed on the pupil's file.

Achieving economic wellbeing

The provision is satisfactory.

Woodeaton Manor School comprises of a large 225 year old manor house and a number of associated outbuildings and cottages. It is located within its own grounds on the edge of the village of Woodeaton. The buildings are listed and located within a conservation area. The residential accommodation is provided on the top floor of the Manor House and on the first and second floors of the Annexe (former stable block). Refurbishment has just been completed on the two cottages located in the grounds. These are to be used to provide pupils an experience of independent living. The premises provide sufficient space and facilities to meet the needs of its pupils. Part of the Manor building is allocated to a small team of local authority workers but this does not impede on the day to day running of the school. The school has maintained the character of the buildings but has made considerable effort to provide comfortable and homely accommodation. The female accommodation is located on the top floor of the Manor House and briefly consists of two double bedrooms and a large sitting room with a small food preparation area. The male accommodation is on the ground and first floors in the Annexe. The ground floor is shared with some teaching areas. There is also a recreation room, family room and computer rooms for use by the pupils. On the first floor there five double rooms and a large sitting room with a food preparation area. Staff accommodation including administration and sleeping in rooms are close to the pupils' rooms. Both of the residential units are furnished with comfortable domestic style furniture. The double bedrooms are spacious. Each of these are individually and suitably furnished. Bedrooms are provided with portable TVs for viewing and to act as computer games monitors. Pupils are able to personalise there bed spaces if they wish. Pupils from the Annexe indicate that they think their accommodation is good, homely and comfortable. The general state of the decoration is good and there are no signs of malicious

damage or vandalism. There are established systems to address the day to day maintenance. The Head Teacher advises that the local authority has been going through a process of reviewing the use of the buildings and purpose of the school. During this time it has been reluctant to commit to major repairs to the premises. Parts of the roofs to the Manor and the Annexe need attention and leak during wet weather. This mainly affects the landings and there are signs of water damage to the ceiling, walls and floor coverings in these areas. There are no signs of the leaks affect the sleeping or communal areas. The school has recently changed its status to that of a foundation school. Consequently, it has now taken the responsibility to prioritise the repair work to the roofs and to attend to any internal damage. The pupils indicate that they are not too inconvenienced by the leaking roofs and advise that they have been kept informed about the plans for the repair work to be undertaken. The school has sufficient numbers of baths, showers and toilets for the number of the pupils who reside in the school. The standard of these facilities is variable. All provide a reasonable level of privacy. The facilities in the Manor are satisfactory. Cubicle walls are warped and ceilings and a party wall show signs of water damage. Splash back tiles are loose and the floor covering is partly damaged. The school is in the process of refurbishing and upgrading the ground floor toilet facilities in the Annexe. Pupils have been consulted about the floor covering in these areas. Toilets, shower rooms and bathrooms are free from smells and offensive odours. Staff toilet and washing facilities are separate from that of the pupils.

Organisation

The organisation is good.

Information on the school's values, ethos and organisation is contained in the School Prospectus, the Residential Handbook and Pupil Information Handbook and is also available from the school website. All of this information is made available to parents/carers and pupils during the referral and admission process. The pupil information book is produced in an accessible and colourful format and provides some simple guidance on the school and the residential provision. Information contained in the documentation and information available to parents and pupils reflects the current aims, organisation and what the school sets out to do for the pupils it accommodates. The numbers of staff on duty are sufficient enough to meet the current needs of the pupils in the residential units in the school. Woodeaton Manor school provides flexible boarding arrangements for up to four nights a week for up to 10 pupils at a time. Accommodation is currently provided in two residential units and the opening of a further residential facility offering independent accommodation is imminent. There are four full time members of care staff on duty each day. The staff team has a balanced mix of male and female staff. Accommodation is allocated according to gender. The female residential facility is open one night a week and numbers in the Annexe are reduced at this time to allow equal deployment of staff. At the time of the inspection only the male unit was open. Numbers increased following transport problems for two of the flexi boarders. Staffing levels allowed for off site activities to be arranged, the supervision of in house activities and for a member of staff to spend some one to one time with one of the pupils. All of the care staff sleep in every night. The staffing arrangements provide a level of consistency, continuity and predictability that is essential for a number of the pupils staying overnight at the school. There is an established care staff team, with a good range of experience among its members. The skills within the team are well matched to the group of children and young people accommodated. Currently only 50% of the care team have successfully completed National Vocational Training (NVQ) Level 3 or have a qualification that is said to demonstrate the same competencies as the NVQ Level 3. The expectation is that the remaining staff will complete their training by the end of this year. The

Head of Care is not currently enrolled on a professional training qualification which demonstrates the competencies of an NVQ Level 4. The responsibility for monitoring key welfare records within the school is shared between a number of the senior management team. Following a recommendation made at the last inspection the Head Teacher has reviewed how a number of records specifically relating to the residential care and welfare of the pupils are monitored. Each term an audit is completed on a number of key records. This arrangement ensures that senior staff can take action on any trends or patterns identified within the patterns and provides a further level of safeguarding for the 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.

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):

- review the security of the sanctions records. NMS. 10
- ensure that all fire detection equipment is routinely checked and that all related service and maintenance records are up to date. NMS 26
- obtain Criminal Record Bureau checks for all adults living on site who are not employed by the school. NMS. 27
- ensure that the residential accommodation areas are maintained to a good state of structural and decorative repair. NMS. 24
- ensure that all toilet, shower and bathing facilities are of a good standard. NMS. 25
- ensure that the Head of Care undertakes a professional training qualification which demonstrates the competencies of a NVQ level 4. NMS. 31

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.