

# St Rose's School

Inspection report for residential special school

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## About this inspection

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

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

## The inspection judgements and what they mean

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

## **Service information**

### **Brief description of the service**

St Rose's School is a non-maintained Roman Catholic day and residential school on the outskirts of Stroud, Gloucestershire, and educates pupils with physical disabilities and an increasing number with complex learning difficulties. St Rose's also makes provision for early years (under five) education with 12 day places currently available at the nursery, of which five are given to those with special needs. Residential accommodation can be provided in three sites - the House and St Josephs Extended Education Unit which provides separate accommodation for male and female students over the age of 16. While the majority of those that board at St Rose's will return home at weekends, the school continues to be able to offer flexi breaks to some students. Currently the school has nine full time boarders and four flexi boarders. The school's Statement of Purpose details that young people attending St Rose's are between the ages of two and 19 years of age.

### **Summary**

This was an announced, key inspection and one inspector spent two days at the home. The inspector met with the Headteacher and Deputy, Head of Care, Head of Post 16 Department, members of the care staff, the cook and parents. The inspector had access to all areas of the school, and all policies and logs, case files and personnel records were made available. As part of the inspection process parents of young people, staff and social workers are given the opportunity to complete a pre inspection questionnaire, with four replies received by the inspector. Judgements contained in this report are made from evidence obtained from pre-inspection material, from that gathered during the inspection and take into account the views and experience of staff and parents of young people accommodated at the school.

The overall quality rating is outstanding.

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

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

Improvements to the service that have occurred in the reporting period include the introduction of the Infection Control Handbook in each residential unit and the amendment of the school's complaints policy.

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

The provision is outstanding.

The school continues to have a well organised and efficiently run kitchen. Menus operate on a five week rolling basis but are reviewed seasonally. A varied selection of foods including a daily salad bar are available, with yogurt and fresh fruit offered at every meal. Where necessary the kitchen will liquidise foods and it clearly displays details of special diets. The kitchen also displays a written menu as well as photographs of foods providing daily information for those students without reading skills. Children's Choice which allows selection of food by students on one day of the week is currently on hold, but is expected to be re-introduced. Information on new nutritional standards has yet to be fully applied and consideration is being given to the use of software that makes the task of compiling a healthy balanced diet easier. Evidence is seen of the daily checking and recording of fridge and freezer temperatures and the recording of the temperature of probed food. The kitchen was inspected by the environmental health agency in the reporting period, with four of a possible five stars awarded. The school's Healthy

School status continues. Supporting this project is the Health Week which is an annual event that promotes health and well-being and supports students in the development of healthy behaviour. The Fruit of the Week project continued through to the end of July 2008 but is expected to be re-introduced. It is noted that students also have the opportunity to prepare their own food. An after school cookery club provides students with the opportunity to cook their own snacks while young people in St Joseph's prepare and cook their own evening meal once each week. Risk assessments are routinely undertaken for students with dysphagia, with the assessment reviewed at least every six months. Personal care needs are identified in relation to young person's mobility, sleeping, eating and drinking, toileting, dressing and undressing, communication and bathing. Long term care aims, in addition to ongoing and short term aims have been identified and where specific objectives have been achieved these are noted. Evidence is also available to indicate the regular review of the relevancy of care objectives. Working alongside the care plan is an assessment of self help skills and a moving and handling plan, which also appear comprehensive and detailed. The school's care policy and procedures were reviewed in May 2008. A copy of the Infection Control Handbook has been placed in the staffroom, medical room and in each residential unit. As previously reported the right to privacy and dignity continue to be an important part of the St Rose's Philosophy of Care, and written procedures stress that these features in addition to independence and personal choice must be considered at all times. The school is seen to have a Sex and Relationships Education policy which aims to equip students with the skills and knowledge to enable them to conduct relationships with dignity and assertiveness and to avoid being exploited. The Personal Health and Social Education (PHSE) curriculum addresses personal welfare and safety issues. The school has two registered nurses on duty each day with one registered nurse providing waking night care. All residential students are registered with a local GP. The school's Medication Policy was shared with the inspector and is considered satisfactory. It was last reviewed in September 2008. Medication records remain correctly completed and are regularly monitored by the Head of Care. Evidence is seen of written procedures covering care of a seizure and the undertaking of supplement and bolus feeds. All procedures were reviewed in September 2008. The school continues to employ a team of therapists including speech and language therapists, physiotherapists, occupational, music and massage therapists.

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

The provision is outstanding.

The school's complaints policy provides evidence of amendment, with contact details of Ofsted now included. This information could however be extended to the school Prospectus. One complaint has been received in the reporting period, and although the log contains relevant documentation, it is unclear as to how the complaint was finally resolved. The inclusion of a note for the file as discussed with the Headteacher, will however clarify the issue. The school's child protection policy was reviewed in May 2008. It contains information on children with disabilities and notes that they are at an increased risk of abuse and neglect due to their vulnerability, and that this vulnerability is further heightened when the child has difficulties with communication. While the above is seen as good practice, the policy makes no specific reference to whistle blowing, and a member of staff spoken to by the inspector was unclear on actions that would be adopted. It is noted that the school has a policy for the Protection of Vulnerable Adults which is appropriate given that the school's registration allows for the care of those aged 19 years of age. One child protection incident occurred in the reporting period. Details of the incident have been shared with the local safeguarding board who confirm the appropriateness of the response. The school has a nominated child protection officer. The

school's anti bullying policy was last reviewed in September 2008 and is seen to now record that bullying can take the form of cyber bullying. Procedures for dealing with bullying are considered appropriate. It is reported that policies on bullying, absence without authority and child protection are displayed in residential units and that staff are expected to have read the policies and sign that they have done so. The school's behaviour policy is seen to promote both a positive response to good behaviour and the de-escalation of poor behaviour without recourse to physical intervention. The behaviour management policy was last reviewed in September 2008 and a staff signatory sheet is used enabling staff to indicate that they have read and understood it. No incidents of physical intervention and only one sanction are recorded although the log does not detail what sanction was applied. Parents spoken to by the inspector report that they consistently see students exhibiting positive, caring behaviour when they visit the school; 27 accidents have been recorded in the reporting period. The complaints, child protection, physical intervention and sanctions logs all provide evidence of regular monthly monitoring. The school's fire awareness log provides evidence of the weekly testing of fire alarms and of emergency lighting. Both residential units also show the testing of evacuation procedures including night time evacuation, within the reporting period. A fire risk assessment was last undertaken in September 2007, with fire extinguishers serviced and fire blanket inspected in July 2008. The school has also entered into an annual fire alarm maintenance programme which will expire in August 2009. Handling, storage and first aid measures for 22 different products is held in the school's Control of Substances Hazardous to Health (COSHH) file. The school has secure premises with new key pads fitted to external doors. The fully enclosed campus now prevents members of the general public using school grounds as a shortcut to a nearby shopping complex. The personnel file of one member of staff was reviewed and is found to contain appropriate documentation. The Headteacher confirms that Criminal Records Bureau checks are renewed every three years.

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

The provision is outstanding.

The last Ofsted educational inspection of the school occurred in October 2007. In the reporting period the Headteacher reports that a wider range of subjects studied to GCSE level have been introduced as well as CAD/CAM technology lessons. It is also noted that the school has been awarded The International School Award 2008-2011, which requires that an international dimension be introduced into the school curriculum, reflecting the cultures, environment and economic circumstances of different people. This emphasis upon equality and diversity is also found in the school's Comenius project which has seen links developed with schools in Sweden, Germany and Lithuania, and in the school's global curriculum project which has seen two members of staff visiting a partner school in the Philippines. The school achieved its specialist status in special education needs (physical and sensory) in February 2008, and in consequence expects to improve its facilities for sensory impaired young people. Aware that many students' experience of work is limited, the school aims to add 'Work Awareness' into its PSHE curriculum. It is also noted that the Class Business enterprise competition in which tutor groups compete with each other for the raising of the highest funds, was held in February 2008, and saw the 'One Stop Bacon Shop' as most profitable. The competition encourages students to experience the business enterprise process from beginning to end and introduces enterprise skills. The school also participates in regular development meetings for a local Youth Forum and has forged partnerships with a number of local mainstream schools. Four students together with four students from a local mainstream school, participated in the Kielder Challenge. The team won the regional heat and secured second place in the final competition. Other sporting activities

include participation in the Norwich Union National Junior Games at Stoke Mandeville. After school activities include cookery, boccia, music/film nights, horse riding and craft activities as well as use of local facilities such as the bowling alley, cinema, leisure centre, cafes and restaurants. In recognition of its work in drama, music and art, including a theatre production of Matilda, the school is working to achieve the Artsmark. The school has three adapted minibuses that can be used for trips and excursions. Care plans detail ongoing, short and long term objectives as well as detailing particular likes and dislikes that are considered important to a young person. Individualised support is also evidenced by risk assessments, manual handling plans and occupational therapy recommendations. The plans show regular review. Care staff provide support in school ensuring continuity of care and teaching assistants likewise spend some time in residential settings.

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

The provision is outstanding.

As previously reported the school continues with a process of admission designed to ensure that a young person is appropriately placed at St Rose's. Pre-admission visits are made to the school and include at least one over-night stay, allowing for medical/physical care needs, as well as need for specialist therapies to be assessed. After admission progress is regularly reviewed, with the young person's key worker contributing to the review meeting. The school council continues to meet every month, and a student meeting is held weekly in the post 16 department. In the reporting period a survey of student views has been undertaken by the school council. It required students to comment on such statements as 'I am encouraged to try new and different things in school', 'There are plenty of activities at lunch time and after school', 'When I work or behave well in the school I get praise and/or rewards' and 'I am clear about what is expected of me in school in terms of my work and behaviour'. Of the 43 students interviewed, the vast majority either agreed or agreed strongly with the statement. The council is also actively involved in the recycling of paper, plastics and glass at the school. The personal files of three boarders were reviewed. All files contained a statement of special educational need which set out placement objectives to be achieved by the school and individual education plans which identify resources and techniques required to achieve the specific targets subsequently set by the school. Two of the files contain speech and language and occupational therapist reports which have been used in the development of these plans. The plans are further complemented by care files which include completed risk assessments, a moving and handling plan, and ongoing, short and long term care objectives. A young person's routine through use of a morning and evening plan is also included as are details of social activity engaged in by the young person. There is an assessment of self help skills. As recorded by previous inspection reports, the observed relationship between the young people and staff continues to be warm, caring, respectful and supportive. It is one of the strengths of the school, with one set of parents describing the school as providing 'A Rolls Royce service'. The Parents Support Group which meets every half term has hosted talks by a physiotherapist, speech and language therapist and Connexions adviser. It is hoped that further speakers will include a benefits adviser and solicitor.

### **Achieving economic wellbeing**

The provision is good.

As previously reported the school accommodates young people who have physical disabilities and may also have sensory, communication and learning difficulties. All areas of the school and

residential areas are wheelchair accessible and specialised personal care equipment is available including overhead hoists and beds which raise/lower. Other specialised equipment including wheelchairs, standing frames, walkers, electronic communication aids, sensory equipment and access equipment to aid computer use are available. Residential accommodation is provided in three sites - the House which caters for young people up to 16 years of age or those students that require 24 hour access to nursing care, and St Joseph's Extended Education Unit. The latter provides separate accommodation for male and female students over the age of 16, is purpose built and has living and sleeping accommodation on one floor and education and therapy rooms on another. Accommodation is in single and twin bedrooms with a shared bathroom between bedrooms. Living rooms are large and comfortable. Accommodation in the House is in single bedrooms. Three bedrooms continue to gated, but as previously reported, child safety gates are placed in position only when the young person has gone to bed. Parental permission has been verbally obtained for their use. Although not all bedrooms are carpeted, this reflects, as previously reported, the very particular needs of some students. While bathrooms in the House are sufficient in number, they remain rather institutional and in need as previously reported, of refurbishment. As a bridge between school and further education or a different form of residential provision, St Joseph's aims to continue the work of the school, preparing students to face the realities of adult life, helping them to achieve maximum independence. In the reporting period an adapted kitchen has been installed in one of the two residential units that comprise St Joseph's. The kitchen allows for example sinks and work tops to be raised and lowered and is specifically adapted to the needs of the wheelchair user. It is used both as a training kitchen for the promotion of independence skills and also by the young people for the preparation and cooking of their own meals. In the file of one young person evidence was seen of a letter from the school informing parents that their child had been invited to spend the day at St Joseph's as part of the transition programme. The letter not only provides evidence of the school's aim to ensure that its young people achieve their optimum level of independence, but of an approach that seeks to accommodate parents in their child's growing independence, age appropriate awareness and behaviour. It is seen as thoughtful and good practice. The school continues its programme of refurbishment and has in the reporting period included a number of sensory items into its activity room in the House. The House has also seen a number of old radiators replaced. The school's kitchen is also in the process of being totally refurnished, with completion date of September 2009. Work will include the replacement of ovens, flooring, work surfaces, lighting and dishwashing equipment. The school's fundraising project which aims to finance the building of a hydrotherapy pool and to relocate the Early Years department continues. It is reported that approximately 50% of necessary funds have been raised to date.

## **Organisation**

The organisation is outstanding.

As previously reported the Statement of Purpose contains information on the school's ethos and philosophy together with its aims and objectives. Staffing details and qualifications, together with the name of the designated child protection officer are also included. Complementing the Statement of Purpose is the school Prospectus which contains information on admission criteria, the curriculum, facilities and opportunities. The school council remains responsible for the development of the young persons Welcome Guide to St Rose's. It is seen as colourful, child friendly and informative using photographs, symbols and text. A review of the school's financial statements for the year ended 31 March 2008, confirms the viability of the school. The school continues to receive regular visits from a member of the governing body. These visits are designed both to monitor compliance with National Minimum Standards and provide an



opportunity for students or members of staff to meet with a governor. The majority of the visits are unannounced and generate a written report for the governing body. The interdisciplinary approach of the school means that it is able to provide consistency for its young people over a 24 hour period, with academic, residential, medical and therapeutic staff working alongside each other. In the reporting period a male member of the staff has joined the care team in the House thereby ensuring that students in both the House and St Joseph's are provided with appropriate role models. Supervision of care staff is confirmed as occurring in most instances every term and staff report that they receive an annual performance appraisal. One exception to this situation however involves the school's cook. It is reported that the school hopes to gain the Investors in People Award. The induction training programme for care staff continues to show that an appropriate range of subjects are offered in the first week. In later weeks training is undertaken in dysphagia and gastrostomy management with staff required to demonstrate competence before undertaking the procedure. After three months employment care staff may also begin studying for the National Vocational Qualification (NVQ) in Caring for Children and Young People. Currently 70% of St Joseph's care team have gained level three of the qualification, although fewer staff in the House hold the qualification. In the reporting period the head of care and post 16 co-ordinator have obtained the Registered Managers award with the post 16 co-ordinator's deputy achieving the National Vocational Qualification level 4 in management.

## 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):

- consider including information on how parents may make a complaint to Ofsted in the school Prospectus (NMS 4).
- ensure that the child protection policy clarifies the school's response to whistle blowing (NMS 5)

## Annex

## Annex A

### National Minimum Standards for residential special school

#### Being healthy

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

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

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

#### Staying safe

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

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

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

#### Enjoying and achieving

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

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

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

#### Making a positive contribution

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

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

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

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

## **Achieving economic well-being**

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

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

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

## **Organisation**

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

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

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