

# Loxley Hall

Inspection report for residential special school

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<b>Inspection date</b>	9 June 2009
<b>Inspector</b>	Jackie Callaghan
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<b>Address</b>	Loxley Hall School Loxley UTTOXETER Staffordshire ST14 8RS
<b>Telephone number</b>	01889 256390
<b>Email</b>	
<b>Registered person</b>	Loxley Hall
<b>Head of care</b>	
<b>Head / Principal</b>	
<b>Date of last inspection</b>	3 July 2008

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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**

Loxley Hall School is a residential/day special school providing education for pupils with emotional, social and behavioural difficulties. The school is situated in a rural setting a few miles outside the town of Uttoxeter. The main building is a large, two storey country house. Rooms on the ground floor are used as offices, a main kitchen with a dining hall off and communal rooms for all pupils. The residential provision is located on the second floor and consists of two mini-kitchens, dining areas and a sitting room. There is also a private meeting room, bedrooms, shower and bathing facilities. The young people have access to the unit's kitchens and the domestic style laundry as part of their life skills training.

The School caters for boys only between the ages of 11 to 16 years. The residential provision operates Monday to Friday each week during term time. The school offers a 'Residential two' status. This is a flexible boarding arrangement with young people being able to stay a maximum of two nights a week. The school also offers a 'Residential one' status where young people stay in school until approximately 8pm, having the evening meal and taking part in activities. There are 18 young people who currently access the residential provision.

### **Summary**

The overall quality rating is good.

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

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

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

The provision is good.

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

The provision is outstanding.

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

The provision is outstanding.

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

The provision is outstanding.

#### **Achieving economic wellbeing**

The provision is satisfactory.

### **Organisation**

The organisation is good.

The quality of boarding at Loxley Hall is good and the school meets all key National Minimum Standards. The three recommendations from the school's last inspection are successfully met and further provides pupils with valuable help and support to enable them to positively thrive in society. The promotion of equality and diversity is good. Staff show strong regard for the security, education and wellbeing of pupils at all times.

Pupils are provided with an adequate quality of food. The school is aware that the range and choice of food is limited and are taking appropriate action to remedy this. However, there are not many opportunities for pupils to try different types of food. As a result, the school is not overtly helping to broaden pupils knowledge and awareness of other cultures. There are excellent arrangements in place for the physical and emotional health and wellbeing of pupils who board. Their health needs are being consistently identified which results in good staff support when accessing appropriate health services.

The school is proactive in creating a culture within the boarding provision that does not tolerate bullying and provides support to vulnerable pupils. Pupils feel safe and know how to raise concerns. One pupil commented 'yeah I know want to do if I'm unhappy'. Pupil's behaviour is well-managed and relationships between staff and pupils is respectful, courteous and harmonious. Pupils commented that 'staff care for them'. They are supported to retain their privacy and the principle of mutual respect is well communicated by staff. Pupils can keep in touch with their family and have regular access to telephones. The school understands the value and importance of communication and contact with family and friends.

Excellent systems are in place to ensure that pupils reside and are educated within a safe environment. Proficient checks are completed regarding fire safety and detailed risk assessments are continually updated to reflect the ever-changing needs of pupils who stay at the school. There is careful selection and vetting of all staff and robust monitoring of visitors to the school ensures pupil's welfare is continually safeguarded.

Pupils receive a high and excellent degree of individual support. The school values, promotes and encourages all of their pupils to make the best of their educational opportunities. Pupils explore their potential and develop their personal interests because staff work in a very encouraging and supportive manner. Consequently the care, learning opportunities and activities are excellent. Pupils benefit from excellent continuity of care. The school's systems effectively gain pupil's views about matters affecting their daily lives and the general running of the school.

Boarding accommodation at the school adequately facilitates appropriate levels of privacy. It is appropriately decorated and well-maintained. However, the kitchen is not conducive for pupils to prepare and cook their own meals. The nature of the listed building gives the residential provision an institutionalised feel which is not favourable in helping pupils to learn and develop their independence skills.

Staff are well trained and supported. They benefit from regular formal supervision, appraisals and staff meetings. Pupils benefit greatly from this positive approach as they are cared for by highly motivated, suitable and knowledgeable staff. Communication between staff across the school is good and effectively contributes to the welfare of pupils.

Management show good leadership qualities with a collective management approach for monitoring the boarding provision. The staff team are allocated specific roles in relation to overseeing health and safety, complaints, child protection and incidents. As a result, pupils enjoy the stability of a well-maintained and appropriately supported care environment.

## 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):

- develop more opportunities for pupils to be exposed to and celebrate different cultural foods, for example, themed cultural nights (NMS 15.1)
- physically develop the residential provision to provide more opportunities for pupils to learn how to prepare their own meals (NMS 15.1, NMS 24.2)