

# Lakeside School

Inspection report for residential special school

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<b>Inspection date</b>	11 February 2009
<b>Inspector</b>	Roy Bega
<b>Type of Inspection</b>	Key

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<b>Registered person</b>	Hampshire County Council Children's Services
<b>Head of care</b>	Gareth Evans
<b>Head / Principal</b>	M Orman
<b>Date of last inspection</b>	15 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

Lakeside School is a day and residential special school, provided by the Local Education Authority, for boys aged 11-16 years, who have emotional and behavioural difficulties. Boys are referred to the school from across the county of Hampshire. The boarding house can accommodate up to 18 pupils. In the boarding house pupils are cared for by the Head of Care and a team of care staff.

### Summary

This is the school's announced annual social care inspection. It took place over a period of two days and all key standards are assessed.

Recommendations from the previous inspection of 15 November 2007 are assessed as being met. There are no recommendations resulting from this inspection.

The school has clear and effective procedures for identifying and recording the health related needs of pupils prior to admission. Pupils' health is well promoted through clear, concise placement plans which are reviewed regularly. Excellent communication is maintained with parents/carers to ensure pupils' health needs are continually monitored and met.

Pupils are safeguarded by the school's rigorous staff recruitment policy and procedures. Staff respect pupils' rights and wish for privacy and confidentiality as is consistent with good parenting. There is an open ethos within the school for pupils to complain. Excellent systems are in place to promote the safeguarding of pupils. Management and staff promote a culture of mutual respect throughout the school. The school has excellent provision for the management of risk across the campus and provides a safe environment for its pupils.

The staffing structure ensures a co-ordinated approach to pupils' personal, social, and educational development which is enhanced by excellent formal and informal communication process across the campus.

There are excellent opportunities for pupils to express their views about how the school operates and any matters affecting them. Pupils benefit from continuity of care and are encouraged and supported to make decisions about their lives. There is excellent provision at the school enabling boarders to maintain contact with their parents/carers and families in private.

The school's deputy head (pastoral), provides excellent support for staff and is effective in the overall monitoring of welfare provision for boarding pupils. Clearly evidenced half termly monitoring visits are carried out by a nominated governor for boarding in accord with the national minimum standards.

The promotion of equality and diversity throughout the school is good. Management and staff create an atmosphere and ethos where meeting individual needs is paramount.

The overall quality rating is outstanding.

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

## **Improvements since the last inspection**

The recommendation from the previous inspection to ensure the school's complaints information available to parents and pupils includes Ofsted's details is met

The recommendation from the previous inspection to ensure the school's policy and procedural guidelines include prompt notification of the initiation and outcome of any child protection enquiries involving the school to Ofsted is met.

The recommendation from the previous inspection to ensure that records of sanctions are kept and include the effectiveness and consequences of any sanction given is met.

The recommendation from the previous inspection to improve recruitment practices to ensure that gaps in employment history are satisfactorily explored and clearly evidenced is met.

The recommendation from the previous inspection to ensure that there is clear evidence of checks undertaken to verify staff qualifications as part of the recruitment process is met.

## **Helping children to be healthy**

The provision is outstanding.

The school has clear and effective procedures for identifying and recording the health related needs of pupils prior to admission.

Boarding at Lakeside is on a term time only basis with pupils returning home at weekends therefore, they remain registered with their own medical practitioners. Parents/carers continue to be responsible for all medical appointments. Excellent communication is maintained with parents/carers to ensure pupils' health needs are continually monitored and met.

Pupils' health is well promoted through clear, concise placement plans which are reviewed regularly. School also work closely with parents/carers and specialist medical agencies in securing the best possible physical and psychological care for its pupils. Care staff have excellent understanding of pupils health care needs and receive appropriate training to administer first aid in emergencies. First aid boxes are located throughout the school.

Records of significant illnesses, accidents, and injuries to pupils are well maintained and effectively monitored.

Excellent systems of communication are in place to ensure parents/carers are kept informed of any incidents. There are also excellent communication systems across the campus to ensure confidential information is shared on a need to know basis.

Pupils are safeguarded by clear policies and procedures relating to the handling and administration of medication. Staff receive appropriate training and records are well maintained.

Pupils benefit from excellent arrangements for health promotion. This includes citizenship programmes which are fully supported by tutors, care staff and external agencies. Information is also available direct from the co-ordinator for personal, social and health education and displayed around the school and boarding facilities.

Healthy eating is integral to the school's health promotion. Good links between care staff and the catering manager ensure specialist dietary requirements are met both for health and cultural needs.

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

The provision is outstanding.

Pupils are safeguarded by the school's rigorous staff recruitment policy and procedures. The school maintains records of the selection process undertaken and ensure checks are in place prior to staff commencing work.

Staff respect pupils' rights and wish for privacy and confidentiality as is consistent with good parenting. It was seen staff have a very high regard for pupils' privacy and ensure information is confidentially handled. Staff are discreet when dealing with sensitive matters, and respect privacy by knocking on doors before entering. Each pupil has a single bedroom. All bathroom and toilet facilities have suitable locks.

There are supporting policy and procedures documents covering privacy and confidentiality which provide clear guidance for staff. Individual records are stored securely within the school and information is shared on a need to know basis.

Pupils are able to make telephone calls and send and receive letters in private. They confirm staff do not intrude inappropriately upon their privacy.

There is an open ethos within the school for pupils to complain. A number of forums are in place for pupils to express their views and concerns. Pupils confirm they are able to approach any member of staff with a problem or concern. A complaints log is maintained and monitored by the head of pastoral care. It shows any complaint received from a pupil is taken seriously and dealt with promptly. Pupils and parents/carers are provided with the school's complaints procedure which includes the contact details for Ofsted.

Excellent systems are in place to promote the safeguarding of pupils. The deputy head (pastoral) is the school's child protection liaison officer (CPLO) and has undertaken training relevant to the role. The headteacher and school's female independent social worker complete the team for named contact persons responsible for safeguarding matters.

Pupils are protected by good risk assessments. These are detailed and relate to each pupils' vulnerability and how staff minimise potential risks. Staff have excellent knowledge of how to respond to disclosures or allegations of abuse and have good access to the school's policy and procedures. All newly appointed staff, including ancillary cover safeguarding of children as part of their induction. The governing body is provided with an annual report from the CPLO regarding safeguarding matters and receive their own training. Pupils confirm they feel safe and know what to do if they have any concerns.

Management and staff promote a culture of mutual respect throughout the school. The school is proactive in management of anti bullying. A 'pupil mentor scheme' provides opportunity for senior pupils to be responsible in assisting new pupils become conversant with the school's routines and surroundings. Discussion with pupils confirm this scheme works. Pupils confirm whilst bullying does occur within school and residential unit it is not a significant problem and any occurrences are quickly sorted by staff.

Individual plans are in place for each pupil in the event of them becoming absent without authority. It details action to be taken, including time-scales and specific people to notify. Staff demonstrate good understanding of their role and responsibilities if a pupil should be absent without consent. Records show the incidents of boarders becoming absent without authority is very low.

The excellent communication processes within the school promotes well the school's holistic approach in meeting needs of pupils who have specific behavioural and emotional difficulties. The school places a strong emphasis on the development of mutual trust, courtesy and respect for others. Excellent information is provided for pupils and parents/carers which makes clear reference to acceptable and unacceptable behaviour. There is a clearly stated school 'Code of Conduct' detailing the rules applicable to pupils. This includes a reward and sanction policy and provision for excluding a pupil. Pupils consider the rules of the school both fair and fairly applied by staff with no inappropriate sanctions being used.

Staff receive training in the use of approved methods of physical intervention to safeguard pupils and themselves. Records show it is used as a last resort and only needed to be implemented on three occasions over the last three years.

The school has excellent provision for the management of risk across the campus and provides a safe environment for its pupils. Up to date risk assessments are in place for activities undertaken by pupils both on and off site. Detailed evidence is in place regarding procedures that are followed when pupils are taken on activity holidays. A health and safety committee meets every half term to discuss any issues and concerns.

Fire safety checks and tests are up to date. Up to date fire risk assessments are in place for the boarding house. Records show fire drills are held as required and at different times of day and night. Pupils confirm being made aware of the fire evacuation procedures.

Records show the school's electrical and gas installations are inspected and serviced at the required intervals. The testing for portable electrical appliances is carried out on an annual basis.

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

The provision is outstanding.

Pupils benefit from having dedicated boarding staff which provides a 'family' orientated ambience. Pupils confirm they feel able to 'switch off' from school and be more relaxed. This is also reflected in staff comments.

All pupils identified in their surveys and discussions that they are able to see anyone they choose for individual support which includes; key worker, any care staff, teachers, school social worker and connexions representative.

Residential staff provide excellent practical and emotional support to pupils who have difficulties with attendance and punctuality. Pupils comment that the school is good at 'teaching, sport, activities and helping get the work done'.

The staffing structure ensures a co-ordinated approach to pupils' personal, social, and educational development which is enhanced by excellent formal and informal communication process across the campus.

Pastoral and educational staff have their own and joint management/developmental meetings.

Pupils' are provided with many opportunities of working towards independence. Residential education focuses on self help and independence skills as well as supporting pupils to manage their own behaviour.

Pupils benefit from a high level of individual support from staff who understand their needs and encourage them to take a positive interest in social and leisure activities. The school has links with a range of professionals with whom staff liaise closely to ensure pupils' needs are met. Pupils confirm staff are approachable and comment they help them to 'have fun' especially in the boarding house.

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

The provision is outstanding.

There are excellent opportunities for pupils to express their views about how the school operates and any matters affecting them. There is an elected school council that meets regularly which includes a boarder

representative. A termly news letter also provides a forum for pupils to have their say. Pupils confirm they know how to get their views across and feel listened to.

Staff have excellent awareness of pupils who find it difficult to express their view within a group. They are therefore actively encouraged to speak with a member of staff of their choice. A confidential suggestion box is also available for pupils to place their thoughts/concerns. A 'mentoring scheme' enables senior pupils to support new pupils and act as positive role models.

The school has clear and effective admission procedures which identify and record in detail the educational and welfare needs of prospective pupils. Clearly defined plans are in place to address pupils' needs which are subject to regular review in assuring consistency of care.

Pupils benefit from continuity of care and are encouraged and supported to make decisions about their lives. Parents/carers and pupils are positively encouraged to contribute to the annual review process. The school ensures parents/carers have ample opportunity to contribute to their child's life at school through regular communication and weekly home/school reports.

Boarding at Lakeside is on a term time only basis with pupils returning home at weekends. There is excellent provision at the school enabling boarders to maintain contact with their parents/carers and families in private. A telephone is available in the boarding house and pupils are permitted to use mobile phones under agreed guidelines.

### **Achieving economic wellbeing**

The provision is good.

Standard 23 is the sole key standard for this outcome group.

Residential units are decorated and furnished to a standard which creates a pleasant domestic environment.

Pupils benefit from single bedrooms and personalise them with possessions and posters. There is sufficient space and facilities to meet pupils' needs.

Effective precautions are in place to ensure the security of the boarding facilities from access by unauthorised persons.

## **Organisation**

The organisation is outstanding.

The school provides excellent written information for pupils and their parents. This includes both pupil and parent handbooks, a well produced and colourful school brochure and 'new pupils' guide. Parents are also provided with copies of relevant policy and procedure documents. Parents confirm information provided gives a very clear picture of the school, the principles under which it operates, its aims for pupils, and a suitable overview of life as a boarder.

Pupils benefit from extremely positive and mutually respectful relationships with staff. There is an integrated approach to working with pupils across the care and education setting. This is supported by excellent formal and informal communication between staff.

Pupils' are safeguarded by the school's rigorous recruitment procedures. Staff benefit from a structured induction programme and active support from the senior management team.

Pupils' welfare is protected and promoted by sufficient and experienced day and night staff. Excellent arrangements are in place for managing and supervising staff throughout the 24 hour period. Examples of these include daily hand-over meetings, weekly staff meetings and regular one to one supervision.

The staff group possess a wealth of expertise and experience. They operate extremely effectively as a team providing continuity of care that is beneficial to pupils. Pupils confirm they feel staff are very approachable and supportive of them.

The school's deputy head (pastoral), provides excellent support for staff and is effective in the overall monitoring of welfare provision for boarding pupils. Clearly evidenced half termly monitoring visits are carried out by a nominated governor for boarding in accord with the national minimum standards. Comprehensive policies and procedures underpin all aspects of the school's operation.

The promotion of equality and diversity throughout the school is good. Management and staff create an atmosphere and ethos where meeting individual needs is paramount.

## **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):