

# Osborne 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**

Osborne School is a secondary school owned and managed by Hampshire County Council. It provides education for young people with a range of special educational needs and complex learning difficulties. The school has a 10-bed residential unit, which like the rest of the school is purpose built, and is fully accessible for pupils with disabilities and wheelchair users. The school is located near to the centre of Winchester and admits pupils from a wide geographical area within Hampshire. The school provides weekly term time only boarding.

### **Summary**

The inspection was carried out at short notice and the school's residential provision was inspected against all of the key national minimum standards for residential special schools.

The school has made significant improvements since the previous inspection. A restructuring of the staffing arrangements has been very successfully implemented and there is now outstanding and consistent support for students via the delivery of a waking hours curriculum. Staffing of the residential provision is now a strength with the staff group operating extremely effectively as a team and in meeting the needs of individual students. Relationships between students and staff are very positive with staff knowing individual students extremely well. Staff receive good informal support but are not currently subject to formal supervision. Students benefit from a safe and secure physical environment and are protected from harm by staff who are vigilant and well trained in safeguarding.

Established systems support and promote good practice in the residential provision and the individual needs of students are well met, enabling them to make significant progress in areas of their lives. There are established and positive working relationships with specialist services both within and external to the school. The residential accommodation is of a good standard, is very well maintained, and students have access to a wide range of facilities both within the school and in the community. There is effective internal and external monitoring of the residential unit with the school's headteacher maintaining a close overview.

The overall quality rating is good.

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

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

The school has made significant improvement in a number of areas since the previous inspection. Staffing of the residential provision has been restructured successfully and is now a strength of the school. Extensive work carried out on the accommodation has provided a more comfortable and homely environment for students and has maximised the use of facilities to their benefit. Students are now being provided with accessible complaints information, key information is being taken on all trips out, and internal and external monitoring is now being carried out as required. There is also improved access to school facilities for students in the evenings.

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

The provision is good.

There is good provision at the school for promoting the physical and emotional well being of students. They are encouraged to lead healthy lifestyles, are provided with a well balanced

diet, and have lots of opportunities to do physical activities they enjoy. Being weekly boarding, parents retain primary responsibility for meeting the routine health needs of their children. Staff are all first aid trained and also receive additional training in relation to specific health related needs such as epilepsy, and gastric feeding arrangements. There are very good working relationships with external health professionals as well as the therapists who work within the school. Staff are able to support specific programmes with students such as physiotherapy, when required. All students are subject to annual health assessments and have individual health plans in place. Policies and procedures for the management and administration of medication provide appropriate safeguards for the welfare of students and records are well maintained.

Students' health is enhanced by the provision of nutritious and varied meals. Fresh produce is used as much as possible with very little use of processed foods. Students are fully involved in menu creation, shopping for food and the preparation of meals. Special dietary needs are well catered for and students are able to make drinks and snacks for themselves as well as preparing their own meals with support from staff as necessary. There is always a choice of food and mealtimes are social occasions with plenty of time for those students who may require support. Staff are trained in food handling and there were no recommendations from the most recent environmental health report.

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

The provision is good.

The school provides a safe and secure environment for boarding students within which they are well protected from harm and where they are treated as individuals with their privacy appropriately respected. Students are able to freely express their feelings, and while staff have an acute awareness of their responsibility to advocate for them, there is an emphasis on enabling students to self advocate as much as possible. A student comment book is provided and information displayed in individual bedrooms encourages students to tell someone if they have a personal concern or problem.

All staff are suitably trained, and have a sound knowledge and understanding of safeguarding and the associated policy and procedures. There were no safeguarding concerns at the time of the inspection. Bullying is not considered a concern by anyone spoken to during the inspection and observations supported this view. Standards of behaviour were seen to be very good. Staff adopt a positive approach to managing behaviour, they know individual students extremely well and encourage and support them to manage their own behaviour as much as possible. Sanctions are not routinely used and there is a very low level of incidents requiring staff intervention. Staff are all trained in behaviour management and receive good support from the school's educational psychologist. Individual case records showed clear evidence of students making significant progress in relation to their behaviour since being at the school.

Arrangements for health and safety and the management of risk are good. Detailed written risk assessments are in place for individual students, for the premises, and for all activities undertaken by students both on and off site. Tests and checks of fire safety equipment are carried out and recorded as required and practice evacuations take place regularly. Security provision for the premises is good.

The welfare of students is protected by the rigorous application of staff recruitment procedures. Records demonstrate that the school follow a very clear and robust recruitment process.

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

The provision is outstanding.

There is outstanding provision at the school for the delivery of a waking hours curriculum for students. A restructuring of staffing arrangements now sees the same group of staff working across both the classroom and residential settings. This has provided for a consistency of staffing and a seamless application of individual education plans and their targets for students. Facilities within the residential provision support fully the development of students and are complemented by the facilities available within the school during the evening. Enabling and supporting the acquisition of life skills is an integral part of the work with students and staff successfully contribute to the personal, social, and educational development and achievement of individual students. Staff produce comprehensive reports for annual reviews and are fully involved in the planning and implementation of individual education plans. Students benefit from the school having excellent links with the local university and colleges in the area where students attend.

Students benefit from very good levels of individual support being available to them. Support is provided according to need and students are encouraged to be as independent as possible in all aspects of their daily lives. All students have designated key workers, relationships between students and staff are very positive and staff possess an acute awareness of individual students and their needs. Detailed individual plans are formulated according to need for all students. These are fully supported and implemented by staff and include programmes associated with specialist services such as speech and language therapy and physiotherapy programmes.

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

The provision is good.

Students benefit from being consulted as much as possible about matters affecting them and their daily lives. Being consulted about the refurbishment of the residential accommodation is an example of this. There is a school council which operates effectively in bringing about change. Students are consulted as part of the reviewing process, they contribute to menu creation, choose activities they like to do, and are routinely encouraged and supported in making choices and expressing their views by staff who are able to communicate effectively with them. Established systems help to assist transitions for students moving in to the residential provision and for those leaving. These are sensitive to the needs of students and are implemented in collaboration with external agencies as necessary, and with whom the school have extremely good working relationships. Detailed information is gathered on students prior to their admission to the residential unit and there are clear and concise plans devised which detail how their needs are to be addressed in all areas.

There are good arrangements for ensuring students are able to maintain contact with their parents and families. A telephone is available to students, and there is contact between staff and parents on a regular basis. Home and school books are used, parents are telephoned and e-mailed and written feedback is provided for all parents on a weekly basis describing their child's week. Staff described having positive relationships with students' parents.

## **Achieving economic wellbeing**

The provision is good.

Students benefit from residential accommodation and facilities which are of a very good standard, which are very well maintained, and which are well suited to meet their needs.

Extensive work carried out since the previous inspection has been successful in providing a more comfortable and homely environment, and has maximised the use of the building to the benefit of students. The work was carried out in consultation with students. All students have their own well furnished rooms which they are able to personalise and where they can spend time in private.

Extensive facilities within the residential provision and the wider school provide exceptionally well for students to be able to do things they enjoy doing and for staff to support them in developing life skills and their ability to be more independent. There is good access to computers, a telephone is available to be used in private, and there are areas to spend time quietly, watch TV or listen to music. There is a communal dining room and a well equipped domestic style kitchen accessible to students where they are able to prepare meals, drinks and snacks with support from staff as necessary. School facilities able to be used during the evenings include a sports hall, hydro pool, light and sound room, and library. Students also access community facilities on a regular basis.

## **Organisation**

The organisation is good.

The residential provision at the school is effectively and efficiently managed with good oversight being maintained by the school's headteacher. Very good information is provided for parents and students about the school and the post 16 unit, but currently there is nothing specific about the residential provision being provided in an accessible format for students. New staffing arrangements have been very successfully implemented since the previous inspection and staffing is now a real strength. Students now benefit greatly from a waking hours curriculum being delivered consistently by a staff group working across the classroom and residential settings. The staff operate extremely effectively as a supportive team, they possess significant experience, are well qualified and are skilled at meeting the needs of individual students. There are always sufficient staff on duty, both day and night, a senior staff member always sleeps in and there are good arrangements for summoning additional support should it be necessary. Provision for the induction of new staff is very good, there is excellent informal support provided and there are good opportunities for training, staff are currently however not receiving supervision in accordance with the standards.

There is good provision for the internal and external monitoring of both the overall operation of the residential provision, and of the welfare of individual students. The head of care has a clear system established for internal monitoring and the governing body visit on a regular basis and produce written reports on both the physical environment and the welfare of students, linked to the Every Child Matters headings.

The promotion of equality and diversity is good. Documentation demonstrates a clear commitment to providing equal opportunities, promoting diversity and tackling any form of discrimination. There is very good provision for addressing the individual and diverse needs of all students, equal access to opportunities is provided within the school and within the community, and there are regular events which celebrate other cultures. The residential environment is wholly inclusive with no form of discrimination taking place.

## 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):

- provide all students with information about the residential provision in an accessible format (NMS 1)
- ensure that all staff are provided with supervision in accordance with the standards. (NMS 30)