

# St. Andrew's School

St. Andrew's School, St. Andrew's View, DERBY, DE21 4EW

<b>Inspection dates</b>	04/07/2013	
<b>Overall effectiveness</b>	<b>Outstanding</b>	<b>1</b>
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Outstanding	1
Residential pupils' safety	Outstanding	1
Leadership and management of the residential provision	Outstanding	1

## Summary of key findings

### The residential provision is outstanding because

- This service is judged outstanding overall with outstanding judgements across all areas of the service. All National Minimum Standards are met. There are an exceptional number of strengths throughout the service. This results in outstanding progress and outcomes for residential pupils.
- The residential provision is integral to the school and the exceptional progress of pupils. One of the Governors states, 'We would never get rid of the residential service. It is part of what we do. It would be like taking the heart out of something.'
- Safeguarding of pupils is held in the highest regard throughout this service. Families have high levels of confidence about the residential setting's ability to keep children safe. This exceptional standard and breadth of promoting the safety and well-being of pupils is summed up by a safeguarding manager as 'holistic'.
- This residential service provides pupils with a sensitive, challenging and exciting environment. They can harness, develop and realise their potential. Parents say the service is 'Life-changing' and children now have a 'Challenging and bright future'.
- Team work is an integral part of the excellent residential service. Care, education and ancillary staff have connectivity and exceptional commitment. Interagency work is excellent. Everyone at the school strives for excellence, is child centred and has total confidence in the leadership of the service.

### Compliance with the national minimum standards for residential special schools

The school meets the national minimum standards for residential special schools

## Information about this inspection

This inspection was completed by two inspectors following a three hour notice period. Time was spent in the two main residential units and the post 16 bungalow at different intervals over two days and evenings. Pupils activities at the library and youth club were observed. A range of young people of different abilities, ages and gender were spoken with. A range of records were examined relating to the care provided and an evening and breakfast meal observed. Discussions were held with members of the management team, care staff, the nurse, Designated Safeguarding Officers, the LSCB manager. A team briefing was part of the inspection. Documentation examined included health and safety and recruitment records, behaviour management records, care and health plans and management/governors reports.

## Inspection team

Elaine Cray	Lead social care inspector
Elizabeth Barrett	Social care inspector

# **Full report**

## **Information about this school**

St Andrew's School is a Derby City local authority co-educational residential special school. There are 89 pupils on roll, whose ages range from 11 to 19. All pupils have statements of special educational need for Autism and severe learning disabilities.

The residential service operates from Monday to Thursday and 21 pupils reside at the school during the week. The residential accommodation is provided in an annex attached to the main school and a bungalow for older pupils in the school grounds.

The school is situated in a suburb of Derby city. The residential provision was last inspected November 2012.

## **What does the school need to do to improve further?**

- Continue to develop meetings for parents and carers; including looking at setting up a sibling support group.

## Inspection judgements

### Outcomes for residential pupils

### Outstanding

Outcomes for residential pupils are outstanding. Pupils are unanimous in how much they thoroughly enjoy staying at the residential service. They show a high level of respect for each other, enjoy meaningful friendships and stay in a very inclusive residential community. Residential pupils learn new social skills. They have tolerance and understanding for each other and the adults who work and visit the school. This is particularly exemplified for some pupils sitting down together for meals, chatting and joining in group activities.

Residential pupils develop in maturity, they take on responsibilities in the setting and they are very proud of their peer mentoring roles. This is an excellent example of how pupils develop a strong sense of the residential community as a result of staying at this service.

Residential pupils thrive and develop because their abilities, communication challenges, socio-economic and cultural backgrounds are understood and respected by staff. Their individuality, personal identities and backgrounds are explored. Their personal needs are identified and uniqueness is celebrated.

Self-confidence and empowerment are key developments for all pupils using the residential provision. Residential pupils feel confident and listened to because their participation and contributions are facilitated and valued. They present a strong sense of involvement and participation in the service. They are involved in staff recruitment processes. Pupils consultation and participation reaches from making daily choices about the running of the provision to being able to participate in their own person centred reviews. Residential pupils say the school council is a good idea because they can talk to their pupil representatives who then talk to the head and the staff.

Residential pupils enjoy significantly improved medical and health outcomes. They feel more confident and can stay and enjoy activities at the provision because their health needs are safely met. Residential pupils develop a personalised understanding about their health. They feel good about themselves because they take more responsibility for their own health needs and lifestyles. They enjoy the food. They understand healthy eating because they can have a good choice of healthy options, meals and snacks.

Residential pupils make exceptional and significant progress. Their behaviour is exemplary. They develop a strong sense of safety and security as they learn how to manage their anxieties and embrace the school and the wider community. Residential pupils develop understanding about behaviours that may result in bullying. They learn how to manage and judge situations and interactions and how they can stay safe.

An exceptional strength in the pupils' sense of security is their positive relationships with all staff. They are very assured and extremely confident about being able to share their worries with staff across the whole school community.

Residential pupils thrive and grow in self-esteem and confidence because they are supported to try and achieve new opportunities. All pupils talk enthusiastically about their favourite activities. They thoroughly enjoy stimulating and fun interests which include yoga, basketball, running, dance, youth club, trampolining, visits to the library and going shopping. Some pupils enjoy more quiet and relaxing time by watching favourite TV programmes, DVD, having a foot spa and hand massages.

Residential pupils have aspirations and are fully motivated to be more independent. They enjoy

making their beds, helping to prepare breakfast, and improving their own personal hygiene. Residential pupils develop a stronger sense of self-determination and they look to their peers as positive role models. Residential pupils grow up and mature. Some of their goals include moving onto the further education service at the school. Some are very excited and proud about becoming older and staying in a separate bungalow in the grounds of the school. Parents say the service, 'Opens up a world for young people to aspire to what all other young people aspire to.'

## **Quality of residential provision and care**

## **Outstanding**

The quality of the residential provision is outstanding. The service provides a vibrant, motivational and nurturing environment to promote pupils' educational and social development.

Residential pupils are supported with comprehensive education and residential care plans. Connectivity throughout the care planning process ensures all aspects of residential pupils' needs are met. For example all targets are established in line with individual learning, health, behavioural and safeguarding needs.

Person centred reviews ensure all aspects of pupils' education and care are explored and discussed. The review process is interactive for all and maximises participation particularly for pupils and their families.

Staff have an excellent insight into the socio-economic and cultural identities of the residential pupils. The care planning framework places pupils' diverse identities at the centre of staff practice. Communication processes, including verbal, written, symbol and signing systems are key to building positive relationships. A strong and inclusive culture ensures pupils' needs are clearly reflected and facilitated in their placements and working relationships with families.

Transition processes are useful and meaningful for residential pupils and their families. Tailor made induction packages are sensitively managed. Pupils settle and do exceptionally well at the service because they build up their stay according to their needs.

Building independence skills is an integral part of the residential service. Residential pupils are well prepared for adulthood and to follow their preferred futures. They are supported with an excellent transitional programme. Specific post 18 years of age programmes are also in place. Working partnerships with social care, adult care, housing, colleges, employment agencies and advocacy groups is excellent. This integration facilitates and positively impacts on sustainable and personalised future arrangements for residential pupils.

An array of organised activities ensures residential pupils are supported to interact socially with their community. Staff are proactive, responsive and unobtrusive when supporting activities. As a result residential pupils are empowered to independently learn and foster social inclusivity.

Residential pupils with complex and significant health needs are provided with exceptional health care. Staff maintain and constantly update their knowledge, awareness and training. Residential pupils' health improves due to tireless and tenacious partnership working. The nurse, residential and education staff work in close partnership with families and health agencies. Residential pupils are protected and their wellbeing promoted with robust and effective medication procedures.

Residential pupils make sustained progress and they learn new skills to help manage their own health and medical needs. Nursing, care and education staff are proactive and creative. For example using social stories, pictorial games and de-sensitising techniques. Consistent work with physiotherapy services has resulted in significant improvement in mobility and independence for some young people. Other young people are now confident about hospital appointments and others maintain a healthier diet.

Participation of and consultation with pupils, families and agencies is held in high esteem by this service. The continued and exceptional progress made by residential pupils is due to meaningful work with families. Leaders value relationship building and say that 'instinctive empathy' is essential in showing pupils and families the 'time and kindness' they deserve.

Pupils and families are assisted by staff to access agencies both within the local and wider communities. Inter-agency connections empower families and pupils to access relevant and meaningful resources. This proactive and outward looking approach develops the potential for pupils and improves the residential provision at the school. Families and carers say they greatly value the opportunity to meet to share ideas and seek support. However the times of the weekly meetings sometimes compromise attendance and therefore minimise the impact of these meetings.

The residential accommodation is a purpose-built part of the school. Facilities are of a good standard and are safe and very well-maintained. Residential pupils can relax and feel warm and comfortable. Resources for young people to play and spend leisure time are extensive. There is a large play room, a sensory room, extensive outdoor play equipment and school facilities, which include art, music, computing and sport. The bungalow used by older students is an excellent resource. The accommodation and facilities strongly support the learning and personal development of residential pupils.

### **Residential pupils' safety**

### **Outstanding**

The safety of residential pupils is outstanding. The security and safety of residential pupils is held in the highest priority.

Robust and comprehensive safeguarding procedures and practices protect and support pupils. Pupils are kept safe with robust staff recruitment procedures. Excellent partnership working ensures staff receive high quality training. As a result staff are proactive and responsive to safeguarding concerns. Early alert processes ensure any concern is discussed at the earliest point. Discussion and cross-checking information is extremely effective because the staff embrace interagency liaison.

A key strength of the service is how staff and supporting agencies understand the complexities of young people's disabilities, behaviours and communication processes. There are clear protocols and procedures in place, For example what to do if a pupil goes missing and manage emergency medical protocols.

Risk assessment and management is excellently managed. Concerns and challenges are clearly identified. Strategies to manage these concerns focus on safety but also ensure all pupils have opportunities to reach their potential and achieve.

Residential pupils have high expectations regarding tolerance and respect for others. They are effectively protected from bullying. Excellent anti-bullying practices include peer mentoring, positive role modelling and exploring personal safety. Pupils are practically supported to identify and recognise incidences of bullying. They develop excellent levels of confidence and are given reassurance to talk about their concerns. There is an emphasis on enabling residential pupils to manage situations and interactions so they can stay safe.

Residential pupils experience exceptional improvement in their behaviour and relationships with others. Clear boundaries and expectations ensure residential pupils thrive and learn how to manage their anxieties. They grow in confidence and benefit because staff are exceptionally patient, committed and proactive.

Behaviour and positive handling plans are excellently detailed and individually tailored to each pupil.

Staff have an in-depth understanding of young people's presenting behaviour in terms of communication and understanding of learning disabilities and sensory challenges. They consistently explore ways to encourage and reinforce positive behaviour. The use of physical intervention or sanctions is rare due to the excellent early interventions and de-escalation strategies used by staff.

Residential pupils are cared for in a safe environment. Health and safety is effectively managed. Excellent checking and monitoring systems are in place to promote safety. Security is thorough and well monitored. Residential pupils know what to do should there be a fire. They also have a meaningful and practical understanding about keeping themselves safe, both in school and in the community.

### **Leadership and management of the residential provision   Outstanding**

The leadership and management of the residential provision is outstanding. The service maintains excellent standards and continues to develop due to sheer energy and drive from the leaders, managers and staff. The dedication, enthusiasm and energy of the staff team permeates throughout and across all levels of the school.

The promotion of equality and diversity is outstanding. The school's culture of respect and individuality extends throughout the school. There is an ethos that anyone, young people and staff, are able to achieve anything.

The residential provision continues to develop and improve because the leaders and staff work tirelessly to provide a child centred and family led service. Residential pupils and their families receive contemporary and relevant services and support. Managers and leaders are up to date with legislative changes and developments in both local and national projects. One professional says that the management team has, 'A clear picture of what is going on – excellent.'

Leadership involvement in projects external to the school ensures on-going development of all services for children and young people with learning disabilities. A recent family support pilot project, development of advocacy groups and a continuation of the post 18 services are excellent examples of this on-going development.

Managers and leaders are extremely proactive and creative in how they develop services. Interagency and departmental working is exceptional. The manager and leaders meet the current financial constraints with creativity and fervour to ensure new avenues are consistently explored. External agencies have a very positive view of the management of the school. They say managers and leaders are, 'Focus driven, they always find ways of making things happen even with finite resources.'

Staffing arrangements in the service are extremely effective. High staff ratios are maximised with high levels of experience and training. Residential pupils are looked after and educated by an extremely highly motivated and competent staff team. Leaders and managers are skilled in utilising the skills and qualities of staff in order to provide maximum impact for pupils and families. Knowledge and skills are transferred throughout the staff team to enable joint working across the school.

The head of care comments 'we develop leaders' and this is clearly exemplified in the strong and effective staffing arrangements. The managers in this service are proactively involved in new and exciting projects. While they spend some time away from the service; the excellent care and

exceptional progress for residential pupils continues.

The school's Statement of Purpose is comprehensive and staff practice is embedded within a strong care and safeguarding framework. The excellent standards are maintained due to robust and regular monitoring systems.

Self-evaluation is a clear strength, used to build on progress and strategically work on other areas of the service. Reports are routinely submitted to the board of governors, who are themselves proactive and involved in the development of the school and residential service. Residential pupils benefit from the strong ethos and drive for improvement. The chair of governors says, 'We are constantly striving to improve' and, 'Everything we do is about improving pupils' outcomes.'



## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	A school which provides an exceptional quality of care and significantly exceeds minimum requirements.
Grade 2	Good	A school which provides a high quality of care that exceeds minimum requirements.
Grade 3	Adequate	A school which meets minimum requirements but needs to improve the quality of care it provides.
Grade 4	Inadequate	A school where minimum requirements are not met and the quality of care has serious weaknesses.

## School details

<b>Unique reference number</b>	113048
<b>Social care unique reference number</b>	SC053344
<b>DfE registration number</b>	831/7027

This inspection was carried out under the Children Act 1989, as amended by the Care Standards Act 2000, having regard to the national minimum standards for residential special schools.

<b>Type of school</b>	
<b>Number of boarders on roll</b>	20
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	11 to 19
<b>Headteacher</b>	Mr Phil Harrison
<b>Date of previous boarding inspection</b>	05/11/2012
<b>Telephone number</b>	01332 832746
<b>Email address</b>	head@standrews.derby.sch.uk

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