

The Grange Therapeutic School

The Grange Therapeutic School, 15-17 Somerby Road, Knossington, OAKHAM, Leicestershire, LE15 8LY

Inspection dates	19/06/2013 to 21/06/2013	
Overall effectiveness	Adequate	3
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Adequate	3
Residential pupils' safety	Adequate	3
Leadership and management of the residential provision	Adequate	3

Summary of key findings

The residential provision is adequate because

- This school has been judged as adequate with a significant number of good and outstanding features. However, a number of security and safety issues were identified which has resulted in the failure of four national minimum standards. Nevertheless, residential pupils demonstrated a good understanding of risk and keeping themselves safe.
- The school's ethos and underpinning philosophy are strong throughout, ensuring residential pupils are in a supportive and caring community within which they are valued and safe. Residential pupils develop good relationships with staff. They enjoy the experience of residential life.
- Residential pupils make significant progress towards socially acceptable behaviour, independence, and academic achievement.
- Safeguarding is a priority at this school. Residential pupils feel safe and are safe.
- The residential provision is well organised. The senior leadership team is committed and focused to continually improving the service to ensure a high quality provision for residential pupils to enable them to thrive.

Compliance with the national minimum standards for residential special schools

The school does not meet the national minimum standards for residential special schools. The details are listed in the full report.

Information about this inspection

The school was given notice of the inspection on the morning the inspection was due to start. All three residential houses were visited and the inspector spoke to residential pupils in all the houses, key staff which included care staff and members of the senior leadership team including the head teacher and the head of care. There was scrutiny of records within the residential houses and observation of practice. No information came from Parent View. However, information was taken from point-in-time surveys completed by staff, placing authorities and residential pupils for Ofsted in September last year. Parents who visited the school also met with the inspector.

Inspection team

Joanne Vyas

Lead social care inspector

Full report

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What does the school need to do to improve further?

- Enhance medication storage and administration routines to ensure these are appropriate and safe. This means ensuring homely remedies are stored within a cupboard dedicated to storing medication; to follow best practice recommendations with regards to controlled drugs such as counting after every time they are administered and using appropriate tools for counting controlled drugs.
- Ensure risk assessments are dated and signed by the author.
- **The school must meet the following national minimum standards for residential special schools.**
 - The school has, and implements, appropriate policies for the care of children who are unwell. These include first aid, care of those with chronic conditions and disabilities, administration of medicines and dealing with medical emergencies. (NMS 3.6)
 - Children have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where children can be alone if they wish. (NMS 10.4)
 - The school has a written policy on compliance with relevant health and safety laws which is effectively implemented. (NMS 6.1)
 - The school premises, accommodation and facilities provided therein are maintained to a standard such that, as far as is reasonably practicable, the health, safety and welfare of pupils are ensured. (NMS 6.2)

Inspection judgements

Outcomes for residential pupils

Outstanding

Outcomes for residential pupils at this school are outstanding. Residential pupils say they enjoy residing in the residential provision at this school. A pupil said, 'I really like this school. It's probably one of the best schools in Leicestershire. You make lifelong friends here.' Parents report that their children make good progress, particularly with regard to their academic achievements and their behaviour. A parent said, 'He couldn't cope in mainstream. He has a different outlook on things now.' Residential pupils benefit from excellent relationships with staff, and as a result they are happy and relaxed. A diverse staff team, cultural evenings and multicultural references around the school help residential pupils to become accustomed to people from different races and religions.

Residential pupils make significant progress with regards to their health and well-being. For example, pupils have access to a therapeutic team who work holistically with the care and education teams to address the pupils' emotional and psychological difficulties. A parent said that her son was given a 'time-out' card for when he feels he needs to leave the classroom. She said this has helped keep him calm. Pupils also have access to mental health services as well as other healthcare professionals such as a doctor, dentist and optician.

Residential pupils mostly behave well in the residential provision. A social worker said, 'Whenever I visit the school I find the boys polite and well behaved and a credit to the school.' Challenging behaviour is managed effectively and staff ensure the child learns more acceptable behaviour. Challenging behaviour is managed calmly and professionally. Staff from across the school meet regularly regarding appropriate and effective strategies to manage behaviour that challenges. This ensures a consistent and professional approach from all staff. Residential pupils learn respect for each other, themselves and the adults around them.

Residential pupils significantly contribute to the running of the residential provision. The student voice is highly respected throughout the school and all residential pupils are actively involved in a range of groups who discuss ideas and concerns about the school. Pupils discuss their priorities for change and meet with the senior leadership team to put them across. The views of residential pupils are very important to staff. Furthermore, the views of parents are actively canvassed to ensure a high quality service which is tailored to the needs of each child and their family. An example of a parental comment recorded by the school is, 'The Spinney is a warm and caring environment – the home/school communication is excellent. Thank you.'

Residential pupils make a successful transition from the school, usually to a college placement, with highly effective support from care staff. A residential pupil said he is looking forward to starting a horticulture course at college. Staff support residential pupils to complete college application forms, visit college placements with residential pupils and their parents and offer support for interviews. Staff are proud of the achievements residential pupils make and hold a presentation prom for Year 11 pupils and their parents to celebrate their achievements prior to them leaving.

Quality of residential provision and care

Adequate

The quality of residential provision and care is adequate with many good and outstanding features. The judgement of adequate is made due to a number of safety and security issues which may put residential pupils at risk. The school immediately addressed all the issues highlighted to ensure the continued safety of residential pupils.

Residential pupils benefit from experienced and caring staff who are knowledgeable and highly

skilled in delivering individual support. A parent said, 'They take time to find out about each child.' A pupil said, 'All my care staff need a pay rise because they work so hard and are good at their job.' Another said, 'The Hayne is awesome.' Parents feel they can trust staff to look after their children. They are happy with the school and feel their sons have made good progress since starting at the school. A parent said, 'Care side are absolutely fantastic.' Furthermore, staff say it is important to listen to pupils and gain their trust. They say they do this by being honest with pupils. A pupil reflected this comment in a school survey when talking about why he feels safe: 'cus (sic) the Manor staff are here and I trust them.'

The school provides a strong induction for prospective residential pupils. Staff gather information from a wide range of sources such as other professionals involved in the care of the pupil, their parents and previous school as well as undertake home visits. This provides parents and their sons with good information about the school and equally informs the school about the pupil. Once the school and the residential pupil are happy to continue with the placement, the school provides a gradual introduction to help alleviate any anxieties and home sickness. Staff are welcoming and understanding, ensuring each residential pupil is comfortable and happy.

Staff provide a cohesive package of education, therapy and care for residential pupils. Residential pupils benefit from a high quality of provision which ensures the personal, social and academic development of the child is central to all practice. There are effective links between residential, therapeutic and academic staff ensuring a seamless holistic package. Staff also effectively communicate with parents which is reassuring to parents and provides them good parenting guidance. A parent said, 'There is good communication with staff. They communicate positives as well as the negatives.'

Residential pupils say they enjoy their meals. They are provided with a wide variety of food and are encouraged to try new foods thereby promoting a healthy diet. Meals are healthy and nutritious. Staff and residential pupils eat together at dining tables to enjoy a sociable and relaxed meal. They benefit greatly from this experience as they learn to conform with mealtime social etiquette. Residential pupils are encouraged to, dependent on age, get involved with shopping, preparation and cooking of meals. Meals are prepared from fresh locally sourced ingredients.

Medication is managed safely ensuring residential pupils are given medication as has been prescribed. However, there are some minor issues with regards to storage and administration. This means that homely remedies are not stored within a cupboard dedicated to storing medication. Best practice recommendations with regards to controlled drugs such as counting after every time they are administered and using appropriate tools for counting controlled drugs are not currently followed. Additionally, and of more concern, the medication cupboard is not secure in some of the houses. This means pupils and members of the public may have access to controlled drugs. There have been no incidents of this kind and the school has immediately rectified the situation. Similarly, records containing confidential information about residential pupils are not secure in one house. This has also been immediately rectified by the school.

Residential pupils benefit from an excellent range of leisure opportunities. They say they particularly enjoy the activities on offer such as sports, kayaking, cinema, cycling and fishing to mention just a few. Residential pupils also have good access to a range of activities inside each of the houses as well as in the grounds. However, hazards were found in the grounds of one house where the youngest children reside. These were avoidable risks which may have caused injury to residential pupils. These hazards were immediately removed or repaired by the school. There are good risk assessments in place which ensure activities are carried out with minimal risk to pupils. However, risk assessments should be signed and dated to ensure staff are following the most up-to-date information.

The residential accommodation is split between three houses providing homely, bright and comfortable living spaces. Residential pupils benefit from shared and single bedrooms which they say they like. Bedrooms are highly personalised. Communal areas are spacious and well resourced.

Residential pupils' safety

Adequate

Residential pupils' safety is adequate with many good and outstanding features. The judgement of adequate is made due to a number of safety and security issues already highlighted in the section above, which may put residential pupils at risk of harm. The school immediately addressed all the issues highlighted to ensure the continued safety of residential pupils. Nevertheless, residential pupils demonstrated a good understanding of risk and keeping themselves safe.

Despite the shortfalls already discussed, safeguarding pupils is a priority at this school. Staff have a comprehensive knowledge of the safeguarding and child protection procedures. The designated safeguarding person has a comprehensive knowledge of all safeguarding concerns affecting residential pupils and manages these effectively, ensuring the appropriate services are involved where necessary.

Residential pupils feel safe and are safe in this school. The high staffing ratio means pupils do not go missing from the residential provision. Residential pupils confirm that bullying is not an issue. A residential pupil said, 'Staff make it clear there's no fighting or bullying. If you've got a problem, you know they're going to sort it out. Staff are really good.'

Staff celebrate achievement and reward good behaviour. Behaviour that challenges is managed competently, calmly and professionally. Residential pupils begin to understand and develop socially acceptable behaviour. Strong routines, boundaries and structure ensure residential pupils know what is expected and enable them to grow and develop into secure, healthy and happy adults. Staff receive training in physical intervention but rarely use it in the residential provision. The training focuses on de-escalation techniques which help to prevent the need for physical intervention. When physical intervention is used, it is for the right reasons and done in the right way.

Residential pupils regularly practice evacuating the building in fire drills to fully prepare them should there be a fire. There are good fire safety procedures in place. The school also has robust health and safety procedures. However, these procedures are not adequately implemented by staff as previously outlined.

There are effective procedures in place for the safe recruitment of staff which ensures the safety of pupils. Furthermore, all visitors are asked to show identification and sign in and out of the school.

Leadership and management of the residential provision

Adequate

The leadership and management of the residential provision are adequate with many good and outstanding features. The judgement of adequate is made due to a lack of robust monitoring of a number of safety and security issues which may put residential pupils at risk of harm. The school immediately addressed all the issues highlighted to ensure the continued safety of residential pupils. They have also strengthened monitoring systems to ensure the shortfalls identified do not reoccur.

At the previous inspection, the school was asked to enhance the night-time staffing levels to

lower the potential for risk to residential pupils. There is now good night-time supervision in all the houses where residential pupils reside. This has lowered the potential of risk overnight for residential pupils.

The residential provision is an integral part of the school which has clear aims that are translated into practice. Staff are passionate and committed to providing a high quality service for the benefit of residential pupils ensuring their health, well-being and educational achievement. A member of staff said, 'We care. We treat each boy as an individual. We are a very strong care team but have a whole school approach. We are like one big family.'

Parents and residential pupils report that they know how to complain and who to complain to. A parent said, 'As a parent I can talk to the school about anything I am unhappy with.' A residential pupil said, 'you can talk to your teachers, care staff, therapists. Also there's a number you can ring.' The pupil was referring to the independent listener who a number of residential pupils confirmed they have met and know how to contact. Complaints are rare but are quickly and effectively resolved.

Staff are qualified, caring, professional and competent. They attend a range of training courses throughout the year including mandatory and more specialist training covering topics such as restorative justice and e-safety. They feel well supported by each other and the senior leadership team. This means that they are provided with opportunities to reflect and improve practice, ensuring a high standard of care is provided to residential pupils.

The senior leadership team has a strong commitment to improving practice and ensuring the quality of the service provided. The school has good monitoring systems in place such as regular meetings between key members of staff and regular monitoring of records by the senior leadership team and a senior member of the organisation who visits the school regularly to monitor its performance in accordance with national minimum standard 20. Therefore the school continually strives to drive up standards. However, the school's monitoring systems failed to identify a number of safety and security issues. As a result the school has immediately implemented an action plan to strengthen its monitoring systems to ensure the safety of its residential pupils.

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

Unique reference number	120330
Social care unique reference number	SC001831
DfE registration number	855/6010

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.

Type of school	Independent residential special school
Number of boarders on roll	29
Gender of boarders	Boys
Age range of boarders	8 to 18
Headteacher	Ms Tuesday Rhodes
Date of previous boarding inspection	19/07/2012
Telephone number	01664454 264
Email address	office@knossington.rutland.sch.uk

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