

Loxley Hall

Loxley Hall School, Loxley, UTTOXETER, Staffordshire, ST14 8RS

Inspection dates 23/09/2013 to 25/09/2013

Overall effectiveness	Outstanding	1
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

- Residential pupils make progress in all areas of their lives. Pupils' behaviour, achievement and social development are all positively affected as a result of accessing the residential provision. Excellent outcomes for pupils are underpinned by exceptionally good levels of care. The staff team ensure that the needs of pupils are at the heart of their practice.
- Residential pupils are safe and feel safe in the residential provision. A highly skilled and vigilant staff team place the safety of pupils at the centre of their practice. The residential provision is exceptionally well-maintained; health and safety is an area of strength in the provision.
- The head of care is a highly effective manager and the residential provision is viewed as a key strength of the school. Continuous improvement is at the heart of how the provision develops. The residential staff are well trained, effectively supported in their duties and provide highly effective care to residential pupils.
- The views of parents, carers and residential pupils are exceptionally positive. Parents and carers value the service and recognise the difference the residential provision makes to their children. A parent commented 'without it, I don't know how we would cope.'
- All national minimum standards are judged to be met as a result of this inspection. Two areas for improvement have been identified. These relate to; further developing the residential service's quality assurance systems and ensuring that monitoring visits make clear that pupils have had the opportunity to have discussion, in private if they so wish, with the independent visitor.

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

The residential provision, consisting of two separate houses and accommodating up to nine pupils, was inspected following notification to the school on the morning of the first day of inspection. A range of activities took place including meetings with various staff members, discussions with the school's senior management team, observations of pupils and speaking with parents and carers. Records, including care files, policies, menus, staffing files and health and safety documentation were checked. Residential pupils were observed in the residential provision, on various on-site activities and residential pupils' views were sought by the inspector.

Inspection team

Pete Hylton

Lead social care inspector

Full report

Information about this school

Loxley Hall School is a Staffordshire Local Authority school offering day and residential places to boys with emotional, social and behavioural difficulties aged 11 to 16 years. There are 70 pupils on roll, 29 of whom access the residential provision for overnight stays.

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 where classrooms, offices, a main kitchen and a dining hall are situated. There are two residential houses on the school site which can provide overnight stays for up to nine boys at any one time.

The residential provision was last inspected in May 2012.

What does the school need to do to improve further?

- ensure that the residential provision's quality assurance system monitors where national minimum standards are met and exceeded
- ensure that visits from the independent visitor to the residential provision make explicit that residential pupils have been offered the opportunity to privately discuss their views with the visitor.

Inspection judgements

Outcomes for residential pupils

Outstanding

Residential pupils make significant progress as a result of staying at the residential provision. They develop positive behaviour, develop their social skills and take part in a range of stimulating and enjoyable activities. This is recognised in comments from parents and carers; 'definitely made massive improvements. He is a lot more mature', 'enabled my child to develop and broaden his experiences' and 'my child has come on leaps and bounds.' Pupils are similarly able to identify how the service has helped them to make progress. A pupil commented that 'I have noticed a real change in myself.'

Pupils play an active part in shaping how the residential service is operated. A steering group, attended by residential pupils, ensures that the views and wishes of pupils underpin decisions made about the service. As a result, pupils know that their views are respected, acted upon and make a real difference to the residential provision. This further helps pupils to develop their confidence, self-esteem and sense of community responsibility.

The behaviour of residential pupils is excellent and pupils make outstanding progress in reducing their challenging behaviour. A pupil commented 'I have moved on with my behaviour. I can get along with people better now.' Pupils learn how to live harmoniously as part of a group and incidents between pupils are exceptionally rare. They do not express bullying as something that they experience in the residential provision. Pupils feel safe in the provision and know that they can raise any concerns with the staff team. As a result, pupils have a genuine sense of safety and security when they stay in residence. Regular and individual discussions with their keyworkers ensure that complaints, concerns or worries are identified and acted upon.

Residential pupils clearly enjoy their time at the residential provision. They enjoy taking part in the wide range of extra-curricular activities that the service offers. Pupils are highly active and regularly access on-site and off-site activities. As a result, they are occupied, stimulated and engaged in activities that further develop their interests and fitness. Comments from pupils are highly positive about their experiences at the residential provision; 'I have learned new skills', 'I am fitter, I do lots of activities' and 'I have made some big changes.'

Quality of residential provision and care

Outstanding

The quality of residential provision is excellent and valued by parents, carers and residential pupils. A committed, enthusiastic and enabling staff team ensure that residential pupils are supported in making progress in every area of their lives.

Highly effective and inclusive induction processes mean that residential pupils quickly settle into the service's routines. Pupils are thoroughly prepared for their residential stay. Bedrooms are personalised and pupils are encouraged to develop and maintain their sense of belonging to the residential service.

A broad range of stimulating and engaging activities are provided for residential pupils. As a result pupils are active, enjoy their experiences and spend meaningful time with their peers and staff. Comments from pupils include 'it's great, do lots of activities' and 'get to spend time with friends and do things.' Pupils are encouraged to develop additional responsibilities around the residential provision. For example, pupils enjoy helping out on the schools' farm and helping to maintain the schools' bicycles. As a result, pupils develop a greater sense of responsibility and learn additional skills.

Residential pupils play a key role in developing and shaping the residential service. The steering group ensures that the voice of residential pupils is heard and promoted. For example, pupils requested a specific facility for riding their bicycles and this was provided. This ensures that pupils can see a positive outcome from their discussions. A pupil commented that 'the steering group makes things happen.'

Pupils receive merits for completing tasks in the residential provision, managing their behaviour appropriately and for completing additional responsibilities. These merits are translated into

specific rewards chosen by the pupils. As a result, all pupils are enabled to see the benefits of their positive behaviour and reflect on their progress. The staff team ensure that residential pupils can fulfil their potential. Close liaison with the education staff ensures that progress is recognised, celebrated and communicated with parents and carers. A parent commented that the staff are 'really good at keeping in touch.' Excellent recording of pupils' time in the residential provision contributes to comprehensive reports on the progress that pupils make while they are at the school.

All residential pupils have an up-to-date and regularly reviewed care plan. This ensures that the individual and diverse needs of pupils are identified, planned for and effectively met. Pupils are encouraged to help create their plans and personalise these to their individual requirements. For example, care plans contain a highly detailed and pupil-informed overview of likes, dislikes, preferences and personal needs. As a result the views and wishes of pupils are at the very heart of their care plan. Parents and carers value the input from the residential staff. Comments from parents and carers include; 'the residential service is brilliant', 'cannot fault the work that they do' and 'we would definitely recommend the residential service to anyone.'

Detailed healthcare plans ensure that any medical issues are positively addressed. Medication is safely stored and appropriately administered and the well-trained staff ensure that medication is only given as prescribed. Incidents of ill health are rare. Where they do occur, the staff ensure that parents and carers are fully informed and appropriate action is taken to promote the health of pupils.

Residential staff work hard to provide a nurturing, homely and non-institutionalised environment for pupils. A parent commented, 'the residential area is really nice, it is spotless and really well looked after.' Food provided to residential pupils is high quality, varied and balanced. Specific diets are catered for and choice is actively promoted. Pupils enjoy the food and meal times are a social occasion. Relationships between pupils and staff are excellent. A pupil commented that 'the staff really respect me and I respect them.'

Residential pupils' safety

Outstanding

The safety of residential pupils is at the very centre of staff practice. A highly stable, proactive and vigilant residential staff team ensure that pupils feel safe at all times. Effective whole-school behaviour management ensures that all pupils benefit from consistent approaches. As a result, residential pupils develop socially acceptable behaviour. All pupils have a strong sense of safety and well-being and they are robustly protected from harm.

Excellent risk assessment enables residential pupils to take part in a wide range of outward bound and exciting activities. The staff team ensure that pupils can take well-managed and appropriate risks as part of growing up. This results in pupils who develop in confidence, emotional resilience and self-esteem. The staff team provide highly individualised behavioural support to pupils at all times.

All staff are appropriately trained in recognising, and responding to, concerns over the safety and wellbeing of pupils. Regular training ensures that staff knowledge is current and refreshed. As a result, residential pupils benefit from a vigilant and skilled staff team who ensure that they are safe at all times. Robust recruitment procedures ensure that only suitable adults work in the school. As a result, pupils are protected from adults who may wish to cause them harm. The residential provision is appropriately secure and effective monitoring procedures are in place for visitors.

Incidents of restraint are rare and where they do occur, are effectively and appropriately managed. Pupils are given the opportunity to discuss any behavioural incidents that occur in the residential provision. As a result, young people are encouraged to reflect on their behaviours and identify positive strategies for managing their emotions. A parent commented that their child 'is safe there, I have no concerns.' Comments from residential pupils include; 'I always feel safe' and 'staff look after us.'

Sanctions for negative behaviour are rarely used. A well-established and successful rewards programme ensures that pupils are motivated to display socially acceptable behaviours at all

times. Incidents of bullying are exceptionally rare and, where it does occur, it is quickly identified and resolved. The residential staff ensure that there is zero tolerance to any form of bullying including cyber and homophobic bullying.

The health and safety of residential pupils is very well managed. The residential provision is rigorously checked for any defects and all required checks are in place and up to date. As a result, the safety of pupils is effectively promoted and the residential provision is safe and free from potential risks. Fire safety is actively promoted. Regular fire drills ensure that pupils are able to quickly, and safely, evacuate the provision.

Leadership and management of the residential provision Outstanding

The residential provision was last inspected in May 2012 and was judged to be outstanding. The residential provision continues to be an excellent service that meets the needs of pupils in all areas of their lives. An ambitious and highly skilled head of care leads a team that are truly focused on helping pupils to achieve their full potential. A parent commented that the residential service 'adds real value to the school.'

Effective monitoring systems are in place for further improving the residential provision. Regular monitoring of the service ensures that any concerns are identified and swiftly resolved. The head of care plays a key role in the schools' senior management team. This ensures that the residential provision is seen as a vital part of the school. However, the residential service's quality assurance systems do not currently identify where the service is meeting or exceeding national minimum standards. There is no impact to the outcomes for residential pupils as a result of this area to further improve.

Regular monitoring visits by an independent visitor ensure that the residential service is robustly checked. A range of required records are scrutinised and pupils are able to spend time with the visitor. Although pupils confirm that they are able to hold discussions with the visitor in private, the resulting reports do not make this explicitly clear. As a result, the senior management team of the school cannot be fully assured that pupils have been given the opportunity to discuss any matters with the visitor. There is no demonstrable impact, to date, on the outcomes for pupils. Communication with parents, carers, education staff and other professionals is excellent. Highly detailed reports clearly chart the progress that pupils make as a result of staying in residence. Where concerns are identified, highly effective and school-wide strategies are employed to support pupils in continuing to make progress. As a result, pupils benefit from consistency and familiarity in both school and residential provisions.

The residential service is very well resourced and ensures that an extensive range of activities are provided. Staff are enabled to pursue further training opportunities and develop their skills and expertise. For example, cycling is a keen interest for many pupils and the school has provided a range of equipment for this purpose. Specially trained staff ensure that pupils can develop their skills and abilities with basic cycle maintenance tasks.

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	124509
Social care unique reference number	SC038729
DfE registration number	860/7024

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	Residential Special School
Number of boarders on roll	29
Gender of boarders	Boys
Age range of boarders	11 to 16
Headteacher	Mr R Redgate
Date of previous boarding inspection	29/05/2012
Telephone number	01889 256390
Email address	office@loxleyhall.staffs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2013

