

St Anne's Community Special School

St Anne's Special School, St Helens Drive, Welton, Brough, HU15 1NR

Inspection dates 18/09/2013 to 18/09/2013

Overall effectiveness	Good	2
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Good	2
Residential pupils' safety	Good	2
Leadership and management of the residential provision	Good	2

Summary of key findings

The residential provision is good because

- Residential pupils have excellent relationships with staff. Interaction is relaxed and staff are fully aware of pupils' individual needs. Staff are competent and experienced and provide a warm, nurturing environment where pupils can progress socially, emotionally and educationally. The ethos of the school is that pupils are treated as individuals and with respect. This approach values the residential pupils' diverse needs and celebrates difference.
- Pupils engage in a wide range and choice of activities, both within the residence and the wider community. Many of these experiences significantly enhance their social and emotional skills and are inclusive.
- Safeguarding is seen as a priority within the school. The governing body's safeguarding sub-committee supports the school to safeguard and promote the pupils' safety and welfare. All staff attend regular appropriate safeguarding training.
- The school has a multi-agency approach and staff work closely with the colleagues in school and health to enhance opportunities for pupils to achieve and have their health needs met. In addition, they work in partnership with parents, who say they are fully part of the decision-making process.
- The senior managers provide strong leadership and have a clear vision on driving improvement forward. They are supported by the governors, who are developing a more robust monitoring system to identify any areas for improvement and development.

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 following a short notice period of three hours. Time was spent at the school over three days, including evenings. A range of records were examined, relating to the care provided, and meals were taken with the residential pupils. Discussions were held with members of staff, senior management team, a nurse, a speech and language therapist and child protection officers. The Local Authority Designated Officer and other local authority representatives contributed to the inspection. Discussions were held with individual pupils and parents.

Inspection team

Lynne Busby

Lead social care inspector

Full report

Information about this school

This is a local authority maintained residential special school. The school has 85 children on roll, aged from 2 to 19 years, who have a range of learning disabilities.

The school has an attached residential facility which has separate access from the school. Currently 45 pupils use the residential facility. Up to 14 pupils stay at the residential facility each night. Pupils stay at the residence for short breaks of one or two nights each week, on a regular basis. Some pupils also stay at weekends and during school holidays.

The school is situated in its own grounds in the village of Welton near the town of Brough. The residential and education provision were last inspected in June 2011.

What does the school need to do to improve further?

- Improve the decoration throughout the residence.
- Continue to review the monitoring visits to ensure that they provide a consistent check on all records, such as sanctions.
- Ensure that where risk assessments identify concerns of behaviour, strategies are fully recorded to reduce hazards.

Inspection judgements

Outcomes for residential pupils

Outstanding

Residential pupils have outstanding outcomes as a result of their residential experience. Pupils say that they really enjoy staying in the residence with their friends, which helps to sustain relationships. Pupils have extremely positive relationships with staff and others. They are encouraged to support one another with joining in activities. This provides a sense of belonging and develops a respect for others. Pupils are involved in raising funds for different charities, which develops an understanding of others and valuing and respecting difference.

Residential pupils make exceptional progress in developing their confidence and self-view. This is developed through access to a very wide range of activities, such as growing vegetables, going swimming and attending the local youth club. In addition, they can relax in small groups watching television, playing on computers, doing arts and crafts and baking. This means that pupils can acquire life skills whilst participating in activities and develop new interests.

There is excellent multi-agency working, with regular meetings to ensure pupils get the best possible service to meet their individual needs. Specialist services are available such as speech and language therapy, occupational therapy and school nursing. This ensures that pupils' health and emotional needs are quickly assessed and met. All professionals say that residential pupils' needs are at the heart of the school.

Residential pupils' behaviour is excellent and this is promoted by staff who are vigilant and offer high levels of supervision. Residential pupils' have their personal care needs responded to in a calm manner, without drawing attention to the child. This ensures that pupils are supported and their dignity and privacy respected.

Pupils' views are regularly sought and they make a significant contribution to the operation of the residence. For example, colour schemes for the redecoration of the residence have been discussed, and selections have been made.

There is a range of ways for pupils to give their views; for example, there is a school residence council and regular meetings where all pupils have an opportunity to attend. This ensures that residential pupils' wishes and feelings are voiced.

Quality of residential provision and care

Good

The quality of the residential provision is good. Residential pupils receive good pastoral care from staff who are experienced and knowledgeable about individual progress and development. Education and residential staff work closely together with good communication which ensures there is seamless transition between the two. Residential pupils make positive progress as activities within the residence complement the targets set in school. Achievements are celebrated and pupils have been involved in a music and drama group competition. They received a certificate which was proudly received. This gives a sense of accomplishment for both pupils and staff.

Admissions to the residence are well planned and the head of care ensures that all information about the child's needs is gathered. Pupils and parents have the opportunity to visit the residence and meet staff which enables them to make an informed decision about using the residence. The admission process is tailored to the child's needs and can include tea visits before they have their first night's stay. This helps children settle and enjoy the experience of staying over. One parent says their child views it 'as a sleepover with friends'.

Pupils are provided with well-balanced nutritious meals and they are encouraged to make healthy choices. For pupils who have a restricted diet staff provide them with opportunities to tolerate, taste and touch different food. This has resulted in some pupils extending their food choices. Pupils who have specific dietary requirements have their needs well met by catering staff who have a good understanding of cultural, religious and dietary needs. Healthy lifestyles are also promoted through keeping fit and activities such as going for walks. Older pupils have opportunities to make their own breakfast, tea and snacks, as well as keeping their room tidy while staying at the residence. This promotes life skills to help in the transition to adulthood.

The school has effective systems for the storage and handling of medication. Staff are trained to ensure that medication is safely administered and there is good communication between parents and school if there are any changes made. Residential pupils have health care plans in place and these are supported by appropriate risk assessments, such as moving and handling and epilepsy. Therefore, pupils' health needs are clearly identified.

Pupils have residential provision that meets their needs. Pupils can personalise their space to reflect their personalities. Staff have made communal areas homely, which gives pupils somewhere to relax. However, the building requires some refurbishment and this is clearly on the improvement plan, but due to updates to the heating system, this work has been delayed.

There is a telephone available to residential pupils and they are able to contact their families. Parents say 'we can contact the residence at any time day or night and staff are friendly, helpful and supportive.'

Residential pupils' safety

Good

The school makes good provision for safeguarding residential pupils' welfare. The vetting of staff and visitors is robust and thorough to make sure young people are protected. The school carries out recruitment checks, including the verification of written references before staff start work. This helps to ensure that residential pupils are safeguarded.

Staff give high priority to safety of the residential pupils. They are trained in safeguarding and are knowledgeable about the procedures to follow if they have any concerns. Safeguarding practices within the school are strong and there is effective communication with the Local Authority Designated Officer. The school child protection coordinators are supported by the governors through the safeguarding sub-committee. A number of parents were spoken to, and surveys were received which show 100% were satisfied with the safeguarding arrangements.

Pupils have varying needs and some have limited awareness of danger. Staff know the pupils very well and recognise possible safeguarding situations. Bullying is not an issue in the school but staff promote anti-bullying and there is good supervision and vigilance. Residential pupils have regular visits from the local authority participation and rights officer. This person is independent and gives pupils an opportunity to raise any concerns or complaints they may have.

Individual behaviour management plans are applied allowing pupils to develop an understanding of positive and unacceptable behaviour. Staff have a good understanding of pupils' differing needs. All behaviours are identified on risk assessments, but some strategies for managing these are not consistently identified within the plans. Therefore, these may be overlooked. The school have begun to implement a new behaviour management plan across the school and residence. Staff are trained in behaviour management and use de-escalation techniques to calm situations. Restraints and sanctions are rarely used. There is good liaison between parents and residence and education staff, which promotes a consistent approach to behaviour management.

Residential pupils never go missing, because of good staff supervision. Staff are aware of what

action to take should this occur and there are clear protocols in place.

There is clear risk management systems in place for activities, building and grounds. Environmental safety and security is maintained and pupils are protected from hazards. Regular maintenance checks are completed on equipment. Fire checks and evacuations are regularly undertaken. This ensures all pupils have an opportunity to be involved in a fire drill, so they know what action to take in the event of a fire.

Leadership and management of the residential provision Good

The leadership and management of the residential setting is good. The residence is an integral part of the school. Senior managers at the school strive to drive improvement forward and seek new ways of working. Parents and professionals all comment on the managers and staff 'going that extra mile' to provide support. This results in good outcomes; residential pupils have a positive experience and continue to achieve and make progress in their social and emotional development.

Residential pupils benefit from good staffing levels, which ensures that they are supported and safeguarded throughout their stay. Staff are well supported through supervision, annual appraisal and regular staff meetings. This gives staff opportunities to discuss practice issues. Staff have good opportunities to attend training including specialised training to meet specific residential pupils' needs. This ensures that they have up-to-date skills and knowledge. The school's policies and procedures are clear and guide staff in their roles.

The school has strong links with other agencies such as health and social care professionals, which promotes partnership working to meet pupils' individual needs. There is excellent communication with parents, who have a high regard for the staff's dedication.

The head teacher and head of care have addressed the areas highlighted for improvement from the last inspection and good progress has been sustained. The medication system has been reviewed and records show when medication is taken out of the residence. This provides an accountable system. Policies and procedures have all been reviewed. Pupils have a choice at mealtimes, which promotes healthy options. The refurbishment of the residence has not yet been completed, due to delays with the installation of the heating system. This is beyond the head of care's control, but remains high on the improvement agenda.

The residence is visited by governors as part of the quality monitoring process and a report is produced. The governors are making the system more robust to ensure that all information is captured to contribute to continuous improvement. This is an area identified for improvement at the last inspection. It is in its early stages and not fully embedded in practice.

Staff recognise residential pupils' uniqueness and provide care in line with their needs. Promotion of equality and diversity is good. The school's ethos values the diverse needs of the residential pupils and celebrates differences. Staff have a high level of motivation and enthusiasm in seeking activities which broaden residential pupils' experiences and develops skills. There are no barriers to participation.

The record keeping is good. Residential pupils' individual files contain information which can be easily found and gives a history of the pupils' progress. All records are securely stored.

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	118145
Social care unique reference number	SC056736
DfE registration number	811/7018

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	
Number of boarders on roll	
Gender of boarders	
Age range of boarders	
Headteacher	Mrs L Davis
Date of previous boarding inspection	13/11/2012
Telephone number	01482 667379
Email address	stannes.special@eastriding.gov.uk

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