

Lakeside School

Lakeside School, Winchester Road, Chandler's Ford, EASTLEIGH, Hampshire, SO53 2DW

Inspection dates	27/11/2013 to 29/11/2013	
Overall effectiveness	Outstanding	1
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Outstanding	1
Residential pupils' safety	Good	2
Leadership and management of the residential provision	Outstanding	1

Summary of key findings

The residential provision is outstanding because

- Residential pupils achieve excellent outcomes through their boarding experience. Parents and professionals alike say that boarding 'has really made a difference' to residential pupils. The highly effective positive relationships between staff and residential pupils underpin their significant progress in all areas of their lives.
- Residential pupils receive exceptional personalised pastoral care from a dedicated staff team who ensure that their health, emotional and social needs are very well met. A professional described staff as 'going the extra mile to turn things around for the child and his parents'.
- Staff effectively promote the safety of residential pupils. They are supported and positively encouraged to manage their own behaviour within a well established and familiar framework of rewards. A point for improvement is to develop a separate residential behaviour management policy. The environment is well maintained and provides a good standard of accommodation. Safeguarding is robust but a point for improvement is to clarify the referral process for child protection concerns where there is no allocated social worker.
- Leadership and management of the residential provision is excellent. There is a strong culture of continual improvement. Residential pupils are cared for by an highly competent and motivated staff team who are extremely well supported themselves.
- The promotion of the welfare and well-being of the residential pupils is central to practice in the residential provision.
- All National Minimum Standards are met.

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 school was notified of the inspection three and a half hours before it began. Two inspectors spent time in the boarding provision on two evenings and an evening meal was shared on the first day, with lunch with boarders on days two and three. Inspectors made observations of care practice both on and off site. Meetings took place with the staff, head of care and vice chair of governors. Children's views were sought through face-to-face contact, school council minutes and questionnaires. Parents views were sought through telephone contact and ParentView. Stakeholders were also contacted by phone for their views. Records, policies and procedures were scrutinised.

Inspection team

Maire Atherton

Lead social care inspector

Jennie Christopher

Social care inspector

Full report

Information about this school

Lakeside School is a maintained local authority day and residential special school for boys aged between 11 and 16 years, who have emotional, behavioural, and/or social difficulties. Many have associated disabilities including autism and Attention Deficit and Hyperactivity Disorder. The school can accommodate 78 pupils with a maximum of 18 weekly residential pupils, boarding four nights per week Monday to Thursday. At the time of inspection there were 14 residential pupils. The boarding house, which is split in two, is located on the school campus. The boarding provision was last inspected 27-29 November 2012.

What does the school need to do to improve further?

- clarify the referral process for child protection concerns where there is no allocated social worker.
- develop a separate behaviour management policy for the residential provision.

Inspection judgements

Outcomes for residential pupils

Outstanding

Outcomes for residential pupils are outstanding. They make progress in all areas of their lives, particularly in respect of their behaviour which enables them to participate in activities within the community as individuals and as part of a group. A professional commented 'He is developing social and life skills that have a positive impact on family life, there is a phenomenal improvement.'

Relationships between residential pupils and staff are excellent and are instrumental in the strong personal development, increasing confidence and skills enjoyed by the residential pupils. They are learning the social skills required to develop and sustain friendships with each other, developing tolerance and learning how to manage their own behaviour. They also encourage and support each other in the residential environment to feel safe and relaxed. A parent described it as 'definitely a home from home' for her son.

Residential pupils are generally very well behaved and have a clear understanding of the behavioural expectations alongside the house rules. They enjoy celebrating their own achievements and those of others, using the reward system to good effect. Residential pupils are disappointed in themselves when they do not meet the high expectations of staff, show remorse when this happens and commit to changing unacceptable behaviour.

Residential pupils enjoy the wide range of activities available and readily engage in new challenges, such as learning circus skills, as well as using additional educational support to boost achievement. Parents appreciate the development of independence skills, built into the routines and activities offered, and seeing their sons' learning demonstrated at home.

Residential pupils are very positive about the residential provision in school. A parent said 'He loves it there'. They participate in house meetings and the student council and changes made show them that their views make a difference. The emotional well-being of residential pupils improves as result of boarding, as some boys seek additional support at times of stress by requesting some time in the residential provision.

Residential pupils know how to achieve a healthy life style through a balanced diet and regular exercise. They also gain a sound understanding of their individual health needs and manage medical conditions exceptionally well. Adults comment on how improvements to personal hygiene and eating habits have 'really made a difference' to residential pupils.

Quality of residential provision and care

Outstanding

The quality of the school's boarding provision for residential pupils is outstanding. Staff provide residential pupils with pastoral support that is extremely supportive and nurturing. The experienced and skilled residential team successfully engage with the residential pupils and their parents to deliver a sensitive induction process. The introduction of residential pupils to boarding is expertly managed; tailored to individual need so as to minimise stress; is continually reviewed and adapted when necessary. This flexible approach means that the changing needs of residential pupils are consistently met by a highly effective staff team. As a result boarding is seen as desirable by most of the school's pupils and by residential pupils as a place of refuge and safety as well as a great deal of fun. A parent said 'I know he feels safe there and he can have a laugh and a giggle.'

The format of placement plans has been thoroughly revised since the last inspection. Placement plans are in place for all residential pupils and are of very high standard. Residential pupils know

about their placement plans and staff are skilled at encouraging them to participate in reviews and updates. Staff use placement plans highly effectively to inform their work with residential pupils and key workers ensure that they are kept up to date.

Residential pupils enjoy and benefit from a very wide range of activities both off and on site that they are involved in choosing. These include action events off site, for example swimming, archery, snooker and snow tubing which were scheduled the week of the inspection, and extra support after school through science and literacy groups in addition to the home work club. Residential pupils may also access the broad range of on-site school facilities such as computers, the art room and gym with well matched supervision and support. A parent said 'He gets to do all sorts of different things, there are loads of opportunities.' The strong links between the residential and education staff positively support and promote residential pupils' progress, both personal and academic.

Residential pupils' health is exceptionally well promoted. The nurse linked to the school describes a close working relationship with the school and referrals to specialists are made as required. The staff are vigilant in observing behaviour that could indicate a health issue, physical, mental or emotional, and take action appropriately. Residential pupils and their parents are complimentary about the ways in which health needs are met. For example some residential pupils successfully manage their own medication with excellent support from staff and extremely effective liaison with parents. There is a robust approach to the storage and administration of medication including controlled drugs. Residential pupils are very well supported to learn the key health risks linked to smoking, alcohol and drugs.

Residential pupils are complimentary about the food provided. They have positive relationships with the kitchen staff which encourages them to give direct feedback about the lunch-time meals. They are involved in menu choices and food preparation in the boarding house; enjoying the new kitchen/diner installed since the last inspection. There are two sittings for the evening meal, effectively meeting demands to accommodate varying schedules and activities. Meals are varied and healthy with any special dietary requirements catered for. A parent was very pleased with the way that changes have been made to meals so that her son feels included while ensuring that his specialist needs are met. Special occasions, such as birthdays, are celebrated. For example, the birthday boy chooses the evening menu to mark the occasion.

Residential pupils live in an environment that is very well maintained. They enjoy personalising their single rooms, which can be locked; and appreciate the comfortable communal areas which provide opportunities for individual and group activities. The senior management team have identified additional accommodation on site that they wish to adapt to meet the specialist needs of some of their residential pupils. An architect is scheduled to visit before the end of the autumn term.

Residential pupils' safety

Good

Safeguarding arrangements within the residential provision are good. Residential pupils say they feel safe and are kept safe by staff who are knowledgeable about the safeguarding policies and procedures and how to implement them. The designated child protection liaison officer has well established links with the local authority designated officer and seeks advice appropriately. However, there has been an instance of a misunderstanding between them which meant that follow up action in response to a potential child protection concern was not fully addressed promptly.

There is a highly effective and comprehensive on-going strategy for countering bullying which fully involves residential pupils. For example at a school council meeting all pupils were given responsibility for promoting the anti-bullying campaign, a residential pupil received the 'Diana

Award' for anti-bullying work and a poster competition was well supported. The posters show boarders' excellent understanding of the impact of bullying. In addition some residential pupils have accepted an invitation from a local MP to visit the Houses of Parliament as a result of the work during anti-bullying week. Residential pupils do not identify bullying as an issue and are confident that any behaviour that may be interpreted as bullying is swiftly and fully addressed by staff.

The documentation to support staff should a residential pupil go missing is comprehensive. Staff know what action to take, although there have been no such instances since the last inspection.

Residential pupils make very significant improvements in their behaviour during their time in boarding. There is a robust whole school behaviour management policy, however there is not a separate policy for the residential provision. The policy is implemented effectively by staff and very well understood by residential pupils, underpinned by the excellent relationships that exist between them. Staff are trained in an approved behaviour management method that has a strong emphasis on de-escalation. They are highly skilled in adopting a low arousal behaviour management approach that successfully reduces episodes of challenging behaviour. There is careful analysis of these episodes which has resulted in changes to practice, for example transition between education and boarding at the end of the school day. There is also a structured points system in place, consistently applied, which residential pupils are very familiar with and work well within them to gain rewards. Staff also make very good use of specialist input to change behaviour, for example the use of personalised social stories.

Health and safety within the residential provision is well managed. Routine servicing and checks take place as required. Maintenance is undertaken promptly and there is a clear programme of refurbishment and development. Individual and activity based risk assessments are thorough, with a clear emphasis on enabling appropriate risk.

There is a robust approach to recruitment, ensuring that residential pupils are cared for by suitable staff.

Leadership and management of the residential provision Outstanding

The leadership and management of the residential provision is outstanding. There is a highly effective senior management team in post with a very clear inclusive structure. This supports staff to express their opinions and contribute to the drive for improvement in the residential provision. Boarding aims are delivered in practice by an extremely competent and motivated staff team who provide residential pupils with an excellent boarding experience.

Residential pupils are very familiar with the routines of the school and the residential provision, aided by the use of visual timetables where necessary. Transitions between the two are very well planned and ease residential pupils smoothly, both individually and in small groups, from one setting to another. These transitions are further supported by the twice daily sharing of information between the academic and residential staff.

The quality of the staff team, with their diverse and wide ranging skills and experience, is a significant strength of the school. Staffing levels are such that residential pupils have ample opportunities for one-to-one time with staff as well as participating in regular off site activities. Staff are very well supported through robust and timely formal and informal supervision, weekly staff meetings and training. The regular training ensures that staff are very well equipped for their respective roles in the residential provision and feel valued and appreciated. They demonstrate a wealth of knowledge about the residential pupils they are caring for and manage challenging and complex situations with a great deal of skill and sensitivity. Residential pupils benefit from highly individualised care, with needs arising from culture, race, religion and

disability well identified and met.

The school maintains very effective communication with parents. Parents appreciate the frequency of contact both written and by telephone. They say that this gives them a clear picture of life in school during the week and acts as a useful weekly bridge between home and school life.

Residential pupils have a voice in the school through the school council, a weekly boarding house meeting, an independent visitor and easy access to the senior management team. Residential pupils' views are actively sought and well incorporated into development plans where feasible, for example, the planned improvements to the gym. The independent visitor visits the residential provision monthly and her telephone number is on display. Residential pupils report excellent relationships with their key workers. They say there are many adults that they can talk to if they want to share any worries or concerns.

The monitoring of the quality of care is robust. There is continual evaluation of the provision, taking account of the views of a range of stakeholders. Work is on-going to apply in the residential provision the computer based progress tracking system currently used in education for the detailed, accurate and precise analysis of school performance at every level. It is planned that this information will be used to identify where additional help and support may be needed to further improve outcomes for individuals.

Since the last inspection there has been a change to the governing body. It is in a transitional phase moving from a federated governing body, which was disbanded in September 2013, to a single governing body. The aim is to have a full governing body elected by the end of January 2014. There is a newly appointed chair and a vice chair has been selected from the previous body. The transitional arrangements ensure business continuity.

Shortfalls in two National Minimum Standards and areas for improvement identified in the last report have been fully met. All staff employed have the required checks in place and the missing from school procedures contain the required information. The creation of a new kitchen/diner in the residential provision was in response to a recommendation for improvement to risk assess the dining arrangements within the boarding house. Medication arrangements have been reviewed and changes implemented and recording in residential pupils' records is consistent.

All the required policies and procedures are in place and easily accessible. Senior staff are very involved in the residential provision and are knowledgeable about the quality of care. There are few complaints recorded and the response and action to these is well evidenced. Parents are confident that any concerns about the residential provision will be listened to and addressed. A parent said 'Any problems, you know you can speak to any team member, they're all on board.'

Residential records are exceptionally orderly, easy to access, comprehensive and up to date.

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	116603
Social care unique reference number	SC012456
DfE registration number	850/7014

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	Maintained
Number of boarders on roll	14
Gender of boarders	Boys
Age range of boarders	11 to 16
Headteacher	Mr Gareth Evans
Date of previous boarding inspection	27/11/2012
Telephone number	02380 266 633
Email address	paula.rickaby@lakeside.hants.sch.uk

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