

# The Robert Ogden School

10 Thurnscoe Hall Mews High Street, Thurnscoe, ROTHERHAM, South Yorkshire, S63 0ST

<b>Inspection dates</b>	10/02/2014 to 12/03/2014	
<b>Overall effectiveness</b>	<b>Good</b>	<b>2</b>
Outcomes for residential pupils	Good	2
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 enjoy excellent relationships with staff who they trust to take good care of them. Staff provide the pupils with support and guidance on how to live in a communal setting with their peers.
- Staff work in partnership with the teachers to ensure that pupils achieve their potential both socially and educationally. Pupils who stay in the residential unit demonstrate a marked improvement in their school attainments. All residential pupils benefit from this positive environment.
- Safeguarding is taken seriously by staff who ensure that all pupils are kept safe. The school ensures that staff are appropriately trained in their safeguarding responsibilities. Strong links have been established with a national charity who provide the school with advice and guidance in all safeguarding matters.
- The management of the school and residential unit are committed to improvements in service provision. The staff team demonstrate a positive approach to their work with the residential pupils. Some areas for improvement have been identified. These are in relation to ensuring staff are familiar with safeguarding policies and a clearer evaluation of outcomes in young people's case files.

### 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 Headteacher was contacted by telephone at 0900. Inspection activities included an assessment of the premises of the residential provision; eating meals with residential pupils and holding discussions with them; observing interactions between the residential staff and residential pupils; holding telephone conversations with parents; a group meeting with residential care staff; interview with the head of care, the school training manager, and the Headteacher. The examining of key policies, key records, HR files and young people's records. A telephone interview was held with the Chief Executive of the National Autistic Society.

## Inspection team

Michael McCleave

Lead social care inspector

# **Full report**

## **Information about this school**

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

- ensure that the records give an evaluative account of the outcomes achieved.
- ensure that staff have an understanding of the child protection policy and the role of the police missing person coordinator.

## Inspection judgements

### Outcomes for residential pupils

**Good**

The outcomes achieved by the residential pupils is good.

This is an environment where residential pupils are supported to achieve their potential. For example, a parent said, 'my son has learned how to make his bed and to wash himself, he has made good friends with the other children who stay over. He has learned how to behave in social situations whereas previously we could not take him out into the town.'

Residential pupils learn how to form caring relationships with their peers and adults. Their short stays at the residential unit enables them to experience a caring social community where they develop trust in each other. Strong friendships have formed and they enjoy the residential experience.

Residential pupils learn how to carry out personal tasks. A parent said, 'our son has learned how to keep his bedroom tidy this may seem a small step, but believe me for our son, this is a massive change from his previous ways when he was very disruptive and wrecked his bedroom regularly.'

Pupils learn how to behave socially and demonstrate respect for each other.

The self confidence of residential pupils improves significantly as a result of their time in the residential unit. They learn how to become more sociable with their peers and other adults. A parent said, 'our daughter has really come on since going to Thurnscoe House, we wouldn't want our daughter to stay anywhere else.'

Residential pupils participate in activities that enhances their enjoyment during their stay in the unit. They visit places of interest, go for walks, play activity in the local parks, bowling, roller skating, shopping, cafes and visiting the local wild life park. These activities promote their physical health and improves social interactions.

Residential pupils make a positive contribution to life in the unit. They are consulted on a range of issues. For example: trips out, activities within the unit, choices of meals and where appropriate staff appointments. This enhances their sense of responsibility and ownership of the way the unit is operated. It demonstrates a commitment to equality and diversity.

Residential pupils improve their life chances through access to resources within the school that provides support and guidance on behaviour, speech and language needs and emotional support from a psychologist.

### Quality of residential provision and care

**Good**

The quality of boarding is good.

Residential pupils enjoy a high standard of care from staff who are enthusiastic about their work. They have a good understanding of the care needs of each pupil. Good links are well established with their teaching colleagues and this means residential pupils are provided with a consistent level of professional input. Staff say 'we meet regularly with teachers to share information about the pupils and to discuss any issues,' and 'our success is based on the strong working links we have established with the school.'

Admissions to the residential unit are carried out through careful assessment undertaken by the

head of care. This ensures that pupils are appropriately matched with their peers thereby enhancing the prospects of a successful placement.

Residential pupils enjoy an extensive range of activities that are both stimulating and aimed at building up their confidence and social awareness. For example, through visits to places of interest, ice skating, bowling, swimming, shopping and walks. The residential unit is an active environment that aims to enhance the life experiences of the pupils within the school and in the wider community. They choose activities in which to be involved, they plan trips during out of school time and are involved in part of the staff recruitment and selection process. This proactive approach gives the pupils a strong sense of responsibility. It also enhances their confidence and gives them ownership in important decisions that affect them and the residential unit.

Care plans give a clear indication of the purpose of their placement. Excellent use is made of photographs depicting the achievements of residential pupils. Staff have developed a wide range of communication tools using pictures and symbols to enhance pupil's understanding of their care plans. However, this information would be enhanced by a more evaluative analysis record of outcomes. All the residential pupils are subject to a statement of educational needs and this informs their care plan. The statutory annual review of the statement and internal monitoring by the head of care ensures that the educational and social care needs of each residential pupil are met. The views and input of the residential pupils to their care is valued. This is an example of the open approach taken by the school in trusting the pupils to be part of decision making processes.

All pupils health needs remain the responsibility of their parents. Medicines are administered by trained staff and these are stored securely. Records of medicines administered are well maintained. This ensures the safety of the residential pupils.

There is a strong emphasis on healthy eating. This promotes the health of the pupils and encourages them to try a wide range of foods. Any specialist diets are appropriately catered for. The residential pupils enjoy their food and, as one pupil said, 'the best thing here is the food I love it.'

The boarding accommodation is located in a modern house providing the residential pupils with a clean, warm, comfortable place to enjoy their stays. Extensive use is made of pictures, symbols and photographs throughout the building to provide pupils with important information. For example, staff on duty, the depiction of danger areas to be avoided, the activities available, direction signs and menus. The wide range of information is aimed at ensuring residential pupils have a clear understanding of what is available and teaching them how to relate pictures to every day items. Parents are very pleased with the residential unit. They say, 'I am delighted with the high quality care my son receives from the care staff.' 'I am so confident in the care staff that I can now rest knowing he is well cared for' and 'I am kept fully informed by the staff and I trust the staff with the care of my son.'

## **Residential pupils' safety**

**Good**

The arrangements for the safety of the residential pupils is good.

All staff are trained in safeguarding and they have a clear understanding of their responsibilities. Staff have access to advice and guidance on safeguarding matters. This is complemented through strong links with the local authority safeguarding services. This means that staff are kept up-to-date on any safeguarding information and training opportunities. There have been no instances of pupils going missing from the residential unit. A missing person policy is in place for the whole

school. However, some staff were not familiar with the role of the police missing person coordinator. The high staff ratio to pupils means that they are kept safe and this has reduced the likelihood of any pupils going missing.

The school operates robust recruitment practices. Managers have completed the safer recruitment training. All required checks are undertaken before a staff member begins work. A strength of the recruitment process is the presentation that candidates are required to make at interview. This is always related to a topic on safeguarding of children. The school aims to ensure that only those who have a sound knowledge of safeguarding are appointed. These measures promote the safety of all pupils.

Bullying is not an issue within the residential unit. Staff have a clear knowledge of each pupils behaviour patterns and this minimises any risk of bullying taking place.

Individual risk assessments for pupils clearly define their vulnerabilities and identify strategies to minimise the risks they pose to themselves and others.

There are robust risk management systems in place for the school buildings and grounds. The safety of the pupils is further enhanced through the statutory checks carried out on all domestic, electrical and gas appliances. Any maintenance required in any building that impacts on the safety of the pupils is acted upon immediately. Fire drills are carried in line with fire safety regulations and these are appropriately recorded to confirm actions.

All staff are trained in behaviour management including restraint. Staff take a calm friendly approach to any situations where pupils are frustrated or angry. The positive behaviour strategies adopted by staff enable them to manage any disruptive behaviour effectively. Restraint is rarely used within the school and staff are competent in using de-escalation techniques to manage any challenging behaviours.

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

The leadership and management of the school is good. This is the first inspection of the residential unit.

The head of care provides strong leadership and promotes high quality care for the residential pupils.

The residential unit is an integral part of the school. It is well managed by the head of care who is supported by a trained team of care staff. The residential provision contributes effectively to the school's aims and objectives and strongly supports each pupil to achieve their potential.

The head of care monitors the performance of the residential unit. Information from the head of care informs the annual report to the board of trustees. The links between the care and teaching staff is strong and this contributes positively to the achievements of the pupils both educationally and socially. An appointed representative from the organisation visits the school every half term in order to monitor the activities of the residential unit. These visits enhances the monitoring processes of the operations of the residential unit and highlights areas for improvement. Reports are informative and well presented.

The staff team demonstrate a professional commitment to their work. They ensure the safety and care of the residential pupils. A full complement of care staff is available at all times. The school use their own bank staff to cover any staff shortages. This ensures continuity of care from adults known to the pupils.

All staff are trained, or are currently undertaking training, in order to become qualified and competent to carry out their roles and responsibilities. The school has a positive commitment to staff development through regular supervision and training. All training is managed by a centrally coordinated unit in the school. This promotes a whole school approach to training and means that academic and care staff often train together and in turn learn to appreciate each others roles.

The records maintained at the school are underpinned by the policies and procedures in place. These are generally well maintained. However, some records do not always give an evaluation of how outcomes have been achieved by 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

<b>Unique reference number</b>	106965
<b>Social care unique reference number</b>	SC473713
<b>DfE registration number</b>	370/6004

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>	Residential Special School
<b>Number of boarders on roll</b>	8
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	10 to 18
<b>Headteacher</b>	Dr Khursh Khan
<b>Date of previous boarding inspection</b>	10/02/2014
<b>Telephone number</b>	01709874443
<b>Email address</b>	robert.ogden@nas.org.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](http://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](mailto: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](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2013

