

Charlton Park Academy

Charlton Park Road, Charlton, London, SE7 8HX

Inspection dates	20/01/2014 to 22/01/2014	
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 students make excellent progress to develop their social, physical and emotional needs; thereby improving their confidence and participation in areas of everyday life previously inaccessible to them.
- Good attention is paid to the health and safety of residential students. Safeguarding procedures are robustly applied, supported by good working relationships amongst the school community, children's services and with relatives and carers of the residential students. As a result; residential pupils feel very safe in the school and residential environment.
- Positive multi- agency working relationships within the school have a direct impact on the improvements made by residential students to meet their personal targets. The consistent approach by all parties contributes to residential students developing a range of independent living skills.
- Staff have good knowledge and relationships with residential students making it possible to communicate and engage with them in a respectful manner. As a consequence, residential students feel that staff take a genuine interest in them.
- A competent manager leads the care team by example. Detailed planning and the delivery of individualised specialist care is of a high standard for residential students. This makes residential students experience of the residential provision very positive. 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 inspection of the residential provision commenced following notification to the school. The inspection activities included meetings with the head teacher, head of care, the assistant designated senior person, members of the senior leadership team including the person responsible for behaviour management, the school administrator responsible for recruitment, the staff team and residential students. Telephone and face to face discussions with parents took place. There was a tour of the premises and observation of activities with residential students. Participation in morning and evening meal time routines formed part of the inspection. Documents, policies, records, monitoring reports and quality assurance information was scrutinised. Surveys were evaluated from Parent View however, there were no survey submissions to Ofsted from parents or pupils.

Inspection team

Tola Akinde-Hummel

Lead social care inspector

Full report

Information about this school

This is a residential special school that is maintained by the Royal London Borough of Greenwich. It provides 220 places for students aged 11 to 19 who have a Statement of Special Educational Needs. It also provides six residential places, some of which might be on a shared basis. There are currently 205 students on roll, five of whom use the residential service.

The residential unit is situated in the main school. There are four double bedrooms with bathrooms en-suite. The residential service is available during week days and term time only. The minimum criteria for admission to the residential unit are that the students must be members of the school, be physically disabled and/or have learning difficulties. The residential provision was last inspected in February 2013.

What does the school need to do to improve further?

- make sure care plans designed to be accessible to residential students consider their specific communication needs
- improve records of student meetings to demonstrate what communication methods residential students use; also the to record the action that has been taken to address residential students suggestions and requests.

Inspection judgements

Outcomes for residential pupils

Outstanding

The outcomes for residential students are outstanding. Residential students make excellent progress to develop their independence such as feeding themselves, contributing to their personal care, improving their language and communication skills and using this to express their opinions in meetings as well as having the confidence to communicate when they need assistance.

Residential students interact extremely well with each other and the wider community. Indoor- and outdoor activities within the school and in the community are stimulating and fun. These activities provide opportunities that residential students would otherwise not have access to. Student activities include scouts, bowling, cinema and they make regular use of the hydrotherapy pool on the school premises. One parent said, ' This is the best for my child; every time my child goes to school they want to stay there.'

Residential students health needs are well understood. They are actively involved in maintaining good health, take regular exercise to increase their mobility thereby giving students more independence.

Residential students have excellent relationships with staff. Positive interaction takes place at all times between students and staff which generates a warm and relaxed atmosphere. Students individual communication methods are used making it easier for them to be understood by staff who can in turn meet their individual needs.

Residential students develop aspirations for the future and participate in transition planning. This is as a result of the belief instilled in them that they can progress and direct what they will need in the future.

Quality of residential provision and care

Good

The quality of the residential provision is good. Care plans are focused and individualised using detailed information obtained from parents, students and school staff. This ensures residential staff fully understand the unique health and care needs of students. The strong multi- disciplinary approach ensures that there is seamless practice throughout the school and the residential environment. Some person- centred plans have been developed for individuals using the residential setting and these have proved very insightful and will be rolled out to all residential students. Care plans that staff use are written and pictorial to ensure certain moving and handling or supportive techniques are clear and precisely followed. The pictures show students to whom the care relates to.

Students have their own version of the care plan which demonstrates how staff will support them and address their leisure interests. This is designed in a form that is easily accessible to some residential students, but not all due to their particular needs.

Residential students engage in a variety of activities that promote improvement to their life. This includes working on their targets across the school and home environment. Activities increase mobility and communication and develop residential students social interests such as choosing and listening to music, participating in social gatherings and playing board games. Targets are monitored and measured. Targets that are reached by students are discussed with them and their parents/ carers at review meetings. This gives students an opportunity to be involved in reviewing their own progress and contributing to additional target setting. Residential students participate in short camp- site holidays organised in conjunction with the school, while this is a great undertaking due to the high level of need; Staff are committed to providing this opportunity

and residential students enjoy the experience of being close to nature and participating in outdoor activities.

The environment within the residential provision is inclusive. Residential students with varying needs spend time together. All residential students have meals together regardless of their feeding and eating requirements. This gives them a sense of belonging.

The school and residential provision are well equipped to meet and develop all students physical and communication needs. The range of equipment accessible to residential students enables them to make improvements over a period of time. While some developmental steps seem small, these make a difference to their independence in the long term. For example; regular mobility and core strength exercises mean that some residential students have achieved sitting in a standard dining chair at mealtimes and a sofa when relaxing. This boosts confidence in residential students that they can make good measurable progress.

Staff utilise training provided by specialist therapists. This enables them to deliver agreed programmes to residential students. A number of students use gesture and facial expression to communicate. Communication books are used by staff to ensure they optimise the opportunity for residential students to make themselves understood. They speak in short sentences, provide visual or sensory objects to make choices and confirm the choices that have been made. As a result, residential students engage fully because they feel listened to.

Parental feedback is positive. They value the quality of care and stimulation their children receive. Statements such as, 'All staff seem loving and caring,' 'My child works on the same targets in the residential setting as they have in school,' and 'We are happy with the care our child receives.' confirms this.

The administration of medication is well managed by qualified, registered nurses available on every shift. Changes to medication are robustly managed. Important information relating to students health is recorded in their individual health plans and is appropriately circulated amongst staff which means they can properly care for students. Nurses support staff to undertake care tasks and attend activities to ensure the health needs of residential students are always attended to. Nursing staff maintaining good relationships with students and care staff alike.

Residential students enjoy a spacious, interesting environment that is well decorated and designed. This helps them to relax and feel comfortable. The residential area is kept exceptionally clean by capable ancillary staff. Residential student's bedding and clothing are looked after with great care and attention. The outcome is that residential students are always well presented. Bedrooms are well equipped, orderly and personalised. One parent said, 'My child is well cared for and always looks immaculate.'

Pictures of the trips and activities they have participated in are displayed demonstrating the variety of opportunities they have. Visual information is all around the building to sign post students and help them practice independence skills.

Residential pupils' safety

Good

The safety of residential students is good. Residential students are supported by staff who take a holistic approach to managing their welfare. Staff complete daily checks of the building to ensure that there are no hazards to their health and safety. Good instructions and arrangements are in place to evacuate residential students in the event of an emergency. Timed fire drills are undertaken in the residential accommodation and under different circumstances to assess the ability of staff to safely evacuate students. Fire exits are kept clear and minor fire safety recommendations which form part of the annual risk assessment are promptly addressed.

Arrangements for safeguarding residential students is good. Residential staff receive regular safeguarding training and implement their learning on a daily basis. The designated senior person, deputy and the special education needs coordinator are available for consultation about any concerns staff may have. Pictures are displayed around the school to remind staff and students about who they can go to. Where appropriate staff raise concerns; if required, complete body maps and consult with families and school staff as part of their safeguarding responsibilities. Equally residential staff report and record any accidents that may occur during a residential stay. The open relationship particularly, with parents is considered positive. One parent said, 'They are brilliant, I cannot praise them enough.'

The local authority representative responsible for providing training and advice to all school staff said, 'I have a good relationship with the school and have no concerns about their understanding of the procedure and the referral process. Referrals made are appropriate.' The clear actions taken to safeguard the welfare of residential students keeps them safe.

Bullying is not a feature in the residential provision. Visual and verbal information is provided to residential students to inform them of the school's policy and procedure for dealing with all types of bullying. Due to the complex needs of the residential students; bullying does not take place. Residential staff offer high levels of support and supervision to residential students due to their individual needs and levels of vulnerability.

Residential students do not present any challenging behaviour that requires a strategic approach. Sanctions and physical interventions are not required in the residential setting.

The gender and ethnic mix in the school is good. Images, reading materials and a wide range of cultural celebrations and festivals are embraced to celebrate diversity. The residential provision is inclusive staff and students are respectful of race, culture, religion, disability and sexuality.

Good arrangements are in place to manage the recruitment and checking of staff working with the students. Records are kept and any gaps in information are explained and followed up.

Leadership and management of the residential provision Good

The leadership and management of boarding is good. The residential provision is effectively led. The established, well organised head of care is supported by a consistent, committed staff team. Communication amongst the team is of a high standard ensuring that everyone understands their roles and responsibilities. Handover arrangements provide staff with the opportunity to share new information and plan the smooth running of the provision. Staff have every confidence in the head of care and they readily contribute their ideas to improve the care and support provided. Members of staff said, 'I do not feel the stress of this job as I have the support from the head of care and all my colleagues.' and 'I am not sure I would change anything about the way the place is run as we all have a say in how things are managed.'

The relationship between academic and boarding staff is positive and is seen as essential to the success of the development of residential students. A permanent member of the senior leadership team supervises the head of care. They support the work of the residential staff, acting as a bridge between school and residential provision and facilitating access to resources and training. This enables residential staff to stay up to date with the latest developments in the school. For example; the use of person centred plans and individual intensive interaction; crucial to the development for individual residential students.

Residential students contribute their ideas about how the home is organised. They choose menus and activities they wish to participate in. However; it is unclear from these records what methods of communication are used by staff to elicit the range of views expressed by students. In addition, records do not demonstrate that students requests have been considered and responded to within a reasonable time frame. For example; a request to go to the pictures or for

a bedroom door to be adjusted appears more than twice in meeting minutes and there is no record to indicate if these were addressed. While further discussion confirmed that issues and suggestions raised have been addressed, there is a reliance on staff explaining this. This lack of recorded follow up could give the impression that some issues are not appropriately responded to.

There are good levels of staffing and cover in the residential setting. There is minimal use of agency staff and where required, male colleagues from school assist in the residential setting. This arrangement also addresses the presently female dominated residential environment. The residential students are comfortable with seeing both sets of staff in all environments in the school.

The parent and student handbooks are focused, giving parents and carers a clear idea of the schools commitment to further developing the students. A parental survey conducted about the residential provision as part of the school review was overwhelmingly positive about the school's ability to keep students safe and improve their physical, social and education needs.

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	138547
Social care unique reference number	SC044128
DfE registration number	203/7199

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	Academy
Number of boarders on roll	6
Gender of boarders	Mixed
Age range of boarders	11 to 19
Headteacher	Mr Mark Dale-Emberton
Date of previous boarding inspection	27/02/2013
Telephone number	020 8249 6844
Email address	mdale-emberton@charlton.greenwich.sch.uk

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