

Maplewell Hall

Maplewell Hall School, Maplewell Road, Woodhouse Eaves, LOUGHBOROUGH, Leicestershire, LE12 8QY

Inspection dates	07/03/2014 to 07/03/2014	
Overall effectiveness	Good	2
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

- This service is judged good overall with good judgements across all areas of the residential provision. All National Minimum Standards are met.
- Strengths within the service include strong and distributed leadership, close liaison with families, effective connectivity between the residential and education settings and behaviour management. This results in good progress and outcomes for residential pupils.
- Residential pupils thoroughly enjoy their stays at the residential provision. They flourish and thrive in an inclusive and nurturing environment. They say, 'Residential is brilliant' and 'Awesome'. Parents' positive views of the service are exemplified in comments such as, 'I would recommend the residence setting to anybody' and 'the staff in the Care Office are fantastic, they are very attentive and are happy to take time to listen.'
- Residential pupils are safe because they receive a dedicated response from staff. Safeguarding is held in high regard with a committed approach to working together and in partnership with safeguarding agencies.
- Residential pupils receive good quality care because systems and routines run extremely smoothly. The care framework ensures pupils receive holistic care and education is promoted.
- Residential pupils receive good quality of care because the leaders and managers' strong drive for improvement is outcome led. Pupil enjoyment and achievement is at the core of development plans. The management team's dedication and commitment is exemplified by the depth and breadth of how they have embraced and improved the issues arising from the last inspection.
- Monitoring processes are effectively implemented and are robust enough to maintain standards, promote good outcomes and continue to drive improvement.

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 by one inspector following a 3 hour notice period. Two evenings were spent in the residential accommodation. 16 pupils were resident on each night. Several other pupils were using the extended school day service. Several pupils were spoken with during the inspection and two pupils completed a tour of the accommodation. A range of records were examined relating to the care provided. The evening meal on both days was observed. Discussions were held with members of the management team, care staff and Designated Safeguarding Officers and parents. Documentation examined included health and safety and recruitment records, behaviour management records, care and health plans and management/independent visitor reports.

Inspection team

Elaine Cray

Lead social care inspector

Full report

Information about this school

Maplewell Hall School is a local authority maintained residential special school for 160 boys and girls aged 11-16 years. There is a post 16 year provision for autism. The residential provision operates from Monday to Thursday each week with 12 to 20 pupils residing at the school on any one night. The vast majority of pupils stay in residence for a maximum of 2 nights for a half term and on a rotational basis. The residential accommodation is provided in the main school building. The school is situated in Woodhouse Eaves, close to Loughborough. The school caters for pupils with moderate learning difficulties and autism within Leicestershire.

The residential provision was last inspected in March 2013.

What does the school need to do to improve further?

- Develop care plans to include practical information about the daily routines of residential pupils
- Be more proactive in involving health agencies in the residential setting in order to further promote residential pupils' health awareness
- Continue to raise the profile of pupil participation in development of the residential service
- Thread the areas for improvement from the school development plan into the staff supervision process.

Inspection judgements

Outcomes for residential pupils

Good

Outcomes for residential pupils are good.

Residential pupils make good progress. They benefit from social interactions and grow in self-confidence. Residential pupils value their relationships with staff and other pupils. There is a strong sense of pupils looking out and after each other. Some pupils who may find social interactions challenging make significant relationships.

Residential pupils develop positive self-esteem and grow in emotional resilience because they are valued as individuals. Families are embraced and value the work of the school. Pupils benefit from attending the residential provision because all aspects of their social and education development are combined. Pupils and their families benefit from this holistic approach. Pupils are valued and supported to reach their full potential.

Pupils' behaviour improves as a result of staying at the residential provision. Improvements in behaviour positively impact across all aspect of pupils experiences. They are able to achieve well in school, make new friends and enjoy improved family relationships at home. Residential pupils feel good about themselves because there is a strong focus on positive reward and reinforcement. Receiving awards such as badges and medals as recognition is very much valued by the pupils.

Residential pupils' health improves as a result of the healthy meals and physical exercise provided at the residential service. Pupils' positive comments about the food include 'delicious' and 'very good'. The cook is aware of the pupils' likes, dislikes and allergies. Pupils appreciate how menus are adjusted in order to meet their individual needs. Residential pupils are able to try new foods from different countries and this develops their cultural awareness and celebration of diversity.

Residential pupils grow in confidence and become more empowered as a result of using the residential provision. For example, they are developing awareness in children's rights and skills in advocacy. This is a result of on-going independent advocacy worker visits to the residential provision.

Residential pupils grow in self-esteem. They enjoy having their own space and forging their own identities and independence as they spend time away from their family environments. Residential pupils extend their learning as a result of focused activities and time to complete homework. Residential pupils were unanimous when identifying the activities as the favourite part of their residential experience.

The range of activities is thoroughly enjoyed by the pupils because they develop independence and a great sense of achievement. Pupils say they have 'learned new skills and are better at school'. Parents are extremely positive about the merits of the residential provision. Their comments include, 'Learning life skills is a really big benefit of being in residential' and children are 'so independent compared to pre-residence and also so much more confident'. Pupils and parents say residence has taught pupils cooking, bed-making, washing, ironing, hanging up clothes, tying shoe laces and polishing shoes.

Quality of residential provision and care

Good

The quality of the residential provision is good. The care and education framework is effective because staff have in-depth understanding of the pupils needs and individuality. The new role of the family liaison worker has positively impacted on the inclusion of pupils and their families into

the residential service.

Transition to the residential provision is effectively managed. Pupils and their families are reassured because the induction process is tailor-made with an initial visit to the pupil's home. Good sharing of information means pupils are able to make positive and progressive steps in transition.

Care and education planning is re-vamped with a framework that covers all aspects of pupils' education and social development. Pupils are well looked after due to an effective assessment of need with the full inclusion of family and the pupil. While assessment is comprehensive there is some lack of practical detail about the daily routines of pupils while they are staying away from home.

Pupils' health needs are met when they stay in residence because staff routinely follow detailed health care plans. Their health is further promoted with good accident recording and effective first aid treatment by staff. Medical needs are effectively met as a result of improvements in the location, storage, administration and recording of medication. The robust medication procedures have been ratified by a recent audit by a pharmacist visit to the provision. Residential pupils are safer because of these improved arrangements and safer medication training for staff.

Staff reach out to health agencies to support individual pupils and their families. For example, accessing and supporting pupils to attend Child and Mental Health Service (CAMHS) appointments. More proactive involvement of agencies in the residential setting will potentially improve pupils' health awareness.

The new role of the family liaison worker has also positively impacted on partnership working. Staff and managers are determined and proactive in their approach to working with a range of agencies. Working in partnership promotes safeguarding and is also opening up a range of additional resources. For example, the school makes useful contacts with agencies such as the police, fire safety and youth offending services. Such liaison promotes connectivity between agencies and ensures pupils can access support across all areas of their education and social development. This work targets meaningful support for families and helps pupils to reach their potential.

Linkage between the residential experience and education is creatively and enjoyably managed. For example, pupils use residential time to complete budgeting activities. They draw up lists of favourite shops, choose favourite items, some use internet shopping and others will visit an actual shop. Making lists, adding up costs and using the computer all contribute to learning in maths, literacy and also develop independence skills.

Excellent improvement in the accommodation is another example of the school's commitment to develop the residential service. Celebration of pupils' individuality and their ideas are reflected in the vibrant decoration of their bedrooms.

The views and wishes of residential pupils are an important facet to the operation and development of the residential provision. For example, ideas for posters, bean bags, new fans and a hair styling and makeup area are fully implemented as a result of regular residential pupils' meetings. Residential pupils also get to choose their activities. They have also been consulted about a new points system to help them with their behaviour and achievements at school.

Maintaining positive relationships between pupils and staff is a key priority within the residential provision. Pupils say they can talk to staff about their worries. They all know how to make a complaint. Access to good information is now complimented with the recent introduction of an independent listener and advocacy service. This further improves pupils' welfare support and

processes for representing their views and wishes.

Residential pupils' safety

Good

The safety of residential pupils is good. Safety is a key priority in the operation of the school and residential service.

All pupils are protected and safeguarded with effective recruitment, selection and checking of staff working at the school.

Leaders and staff have an excellent knowledge and insight into the identities, backgrounds and vulnerabilities of the pupils. This knowledge coupled with liaison with families and agencies provides excellent assessment and meaningful safeguarding strategies. Residential pupils' safety is also promoted with good e-safety procedures.

Staff and managers have a good awareness of the smaller picture in safeguarding. Concerns are identified and shared at an early stage with timely and practical interventions. Good communication, monitoring and reporting contributes to the larger picture of effective safeguarding. Pupils are safer and their behaviour improved as a result of well managed safeguarding and child protection procedures.

Safety is promoted with comprehensive assessment of risk. Residential pupils are safe because risk assessment is strong and robust. Risk assessments cover all activities both within and outside the school. Effective risk management strategies positively impact on pupils. They are practically supported and also educated in how to manage their activities and daily routines in a safe way. Risk assessments promote safety and are also key to managing behaviour.

Behaviour management is a key strength. Behaviour is well-managed and improved due to an excellent understanding of pupil's needs, behaviour, history and background. Behaviour improves because staff interventions are meaningful and contemporary. Behaviour plans are detailed and regularly reviewed in terms of impact and progress.

Staff are well-trained in behaviour management. Physical intervention is rarely used in the residential setting. Records are accountable and usefully monitored to ensure patterns and trends are used to inform future support and monitor staff practice.

Residential pupils are protected with a robust response to bullying. Compatibility assessments are carried out prior to pupils staying over at the provision. Pupils are protected from bullying with detailed attention to group dynamics and listening to pupils' views. Residential stays are organised in different groups, and a variety of room sharing arrangements promote the choice and safety of pupils. Residential pupils are encouraged to develop a good understanding and tolerance of each other. These qualities contribute to the anti-bullying culture within the school.

Residential pupils are safe because health and safety is effectively managed and checked. Safety is promoted with rigorous fire safety checks, practice drills and staff training. Records are well maintained and monitored. Managers and staff are knowledgeable and suitably trained in a range of health and safety issues. Security and safety is further improved with installation of a new security system.

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

The leadership and management of the residential provision is good. The service is procedurally sound. Staff have up to date guidance because policies and procedures are routinely and

regularly reviewed. Records are accurate, up to date and well-monitored. Pupils and parents are provided with good information about the residential provision at the school.

Leadership is strong. The head teacher says the residential service is 'the heartbeat of the school'. This confidence is exemplified as responsibilities for the residential service are distributed throughout the management team. This ethos promotes a very holistic approach to ensuring pupils reach their potential.

All pupils have the opportunity to access the residential service. Strategies to promote the social, educational and behavioural needs of pupils are fully connected and reinforced by the residential service. The residential provision is integral to the operation of the school. Residential pupils progress well because there is good connectivity between the residential and education staff.

The residential provision is well resourced. Recent investment in the physical fabric of the accommodation reflects the school's commitment to develop the residential provision.

Residential pupils receive consistent care because staffing arrangements are effectively managed. Residential pupils are looked after by well trained staff. Staff are supported with induction, core training and staff supervision. Quality of care is maintained and monitored because staff performance is annually appraised. However, areas for staff development lack connectivity with the overall development plan for the school. For example, the areas for overall school improvement are not standing agenda items on staff supervision records.

Consultation is a strong theme throughout the school. Aims and objectives for further development are quality driven and take the views and experiences of pupils into consideration. Promoting full pupils participation and capturing pupils views at the smallest level is an area for further improvement.

Residential pupils receive safe and good quality of care because monitoring is rigorous. There are clear and regular processes to measure the operation of the service against national minimum standards. These strategic improvements cut across internal monitoring and the comprehensive checks carried about by the governing body of the school.

Robust monitoring processes have a child centred approach. Outcomes and progress made by pupils is measured and usefully assessed against impact of staff practice and the developments in the school.

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	120348
Social care unique reference number	SC001836
DfE registration number	855/7002

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	160
Gender of boarders	Mixed
Age range of boarders	10 to 18
Headteacher	Mr Jason Brooks
Date of previous boarding inspection	11/03/2013
Telephone number	01509 890237
Email address	office@maplewell.leics.sch.uk

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