

Osborne School

Osborne School, Athelstan Road, WINCHESTER, Hampshire, SO23 7GA

Inspection dates	18/03/2014 to 20/03/2014	
Overall effectiveness	Outstanding	51
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Outstanding	1
Residential pupils' safety	Outstanding	1
Leadership and management of the residential provision	Outstanding	1

Summary of key findings

The residential provision is outstanding because

- Overall effectiveness is outstanding with the residential experience having a tremendously significant and positive impact on students. They are happy during their time at Osborne House, they feel safe and secure there and develop remarkably positive and productive relationships with the staff who care for and work alongside them. The residential provision is an inclusive and nurturing environment where students are valued, treated with respect as individuals, and afforded equality of opportunity. The local authority and parents value the service that Osborne House provides extremely highly. 'Amazing', and 'absolutely thrilled', were comments received from parents in relation to the residential provision.
- Outcomes for students are exceptional with significant progress being made in their personal, social, and education development. Becoming more confident, more communicative, less anxious, developing greater independence, managing their behaviour, and acquiring life skills are all areas where individual students have benefitted significantly from since being at Osborne House. 'He has made huge progress', commented one parent while another said, 'I have noticed significant changes, he has become more mature and more independent'. 'Outcomes for students are overwhelmingly positive', and 'they work exceptionally well with parents', reported a senior representative from the local authority who visits the school regularly.
- Provision for ensuring the safety of students is excellent. The residential provision and the wider school premises provide a very safe and secure physical environment within which students clearly feel comfortable, and where they are able to relax and feel safe. The safety of students is given the highest priority across the school, with relevant policies and procedures being effectively implemented by staff who are extremely well trained in all aspects of safeguarding. Parents report feeling totally confident that their children are being safely cared for at the school.
- Promoting the well being of students and meeting their individual and diverse needs is

central to how the residential provision operates. Highly individualised planning is central to the delivery of personalised care and the successful work being carried out with each student. Care and education staff work extraordinarily closely together, and there is excellent collaboration and joint working with the school's therapists and external agencies whenever necessary. Health promotion is an integral aspect across the 'waking hours' curriculum for students.

- Leadership and management of the residential provision is exceptionally good. The house runs extremely smoothly on a day to day basis, providing a consistent and predictable routine which benefits students greatly. The staff group operate highly effectively as a team and all thoroughly enjoy working there. 'It's like a big family', said one staff member. Excellent support and high quality training enables staff to address the needs of individual students remarkably well. The governing body are very actively involved in the school and provide regular and rigorous monitoring of the residential provision. The school meets all of the national minimum standards and has satisfactorily addressed the two points for improvement from the previous inspection. Three further points for improvement identified from this inspection relate to internet safety, recycling, and the personalisation of facilities within Osborne House.
-

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 was a short (three hour) notice inspection conducted over three days by a single inspector. Young people and a range of staff in the setting contributed to the findings, there was information from parents and other stakeholders and records and premises were viewed.

Inspection team

Brian Mcquoid

Lead social care inspector

Full report

Information about this school

Osborne School is a maintained residential special school owned and managed by Hampshire County Council. It provides education for 137 boys and girls aged 11 to 18 years old with a range of special educational needs and complex learning difficulties. The school has a 10-bed residential unit, Osborne House, which like the rest of the school is purpose built, and is fully accessible for pupils with disabilities and wheelchair users. Osborne House also contains the post-16 provision, and at the time of the inspection all but one of the residential students were attending this unit. The school is located near to the centre of Winchester and admits pupils from a wide geographical area within Hampshire. The school provides weekly term-time only boarding.

The school was last inspected in December 2012.

What does the school need to do to improve further?

- take action in consultation with students to personalise the bathroom and toilet facilities within the residential provision.
- provide information for parents in relation to their children and safe use of the internet.
- provide facilities for recycling within the residential provision.

Inspection judgements

Outcomes for residential pupils

Outstanding

Outcomes for residential students at the school are outstanding. They develop personally, socially and academically as a result of being part of a highly inclusive environment within the post-16 provision. Students are happy and feel safe in Osborne House, and they participate in a range of challenging and stimulating recreational and educational activities which successfully support their development. Care and education staff work seamlessly together to the benefit of students, having high aspirations for them and delivering a 'waking hours' curriculum remarkably successfully. The attendance of students and their engagement in their education is excellent. The lead teacher in Osborne House commented that residential students have benefitted tremendously in their learning, are socially more capable, have improved relationships with their parents, and have become more independent.

Student behaviour within Osborne House is excellent. They enjoy extremely positive and constructive relationships with staff within an environment where they are valued as individuals, where their rights are respected and they have the resources necessary to ensure equality of opportunity. Students make tremendous progress in overcoming learning and social difficulties as a result of the specialist knowledge and training of staff, and a very productive multi agency approach to working with individual students. 'A dramatic improvement to overall behaviour and general outlook on life', and 'making excellent progress with communication and speaking', were comments included in the annual reviews of two students.

Supporting students in their development of life skills is a real strength of the residential provision. Students make really significant progress in this area with care staff providing photographs, videos, and witness statements to education staff for accreditation purposes. Regular trips into town and for meals out are providing opportunities for social interaction, shopping, making choices, using money, budgeting, and developing road safety awareness. Activities taking place routinely within Osborne House include cooking, laundry, planning menus, meal preparation, making packed lunches, household tasks, and the development of personal care routines.

Students benefit greatly from the residential experience provided at the school. They are routinely consulted on matters affecting them, and their overall health improves as a result of the excellent oversight given to their individual physical and emotional well being. They are provided with a healthy and nutritious diet and lots of opportunities to do things that they enjoy doing. Established links with local colleges and residential placements provide a real benefit to students when it is time to leave the school. 'Destinations for students are very positive', commented a representative from the local authority.

Quality of residential provision and care

Outstanding

The quality of the residential provision and the care provided for students is outstanding. Excellent pastoral care and support begin from the moment students begin a thorough and sensitively handled process of induction to Osborne House. 'My child has settled in really well, and I am exceptionally pleased with how things are going', was a comment from one parent. There are established systems which ensure the effective gathering of information and which contribute to the care planning process. Excellent detailed plans support the delivery of high quality individualised care which addresses the specific needs of each student. 'Staff are very responsive to my child's needs and nothing is too much trouble', said a parent spoken to during the inspection.

A very child centred approach permeates throughout Osborne House. Care and education staff

work alongside each other during the school day with oversight from a curriculum co-ordinator. In addition a 'waking hours curriculum' is being delivered for residential students outside of the school day which reinforces, complements and extends the day time curriculum. Personalised target setting stems from each students annual review and are common across both education and residential settings. These are reviewed each half term jointly by teachers and residential students key workers, and revised if considered necessary. This is an example of the remarkably close and collaborative working relationship that exists between care and education staff which benefits students greatly.

Care staff work very closely with the school's therapy services and with external agencies in order to successfully address the individual needs of students. Supporting one student with their physiotherapy programme, and successfully addressing behavioural concerns with another in conjunction with both therapists and external professionals are examples of this. In the latter example specific training for care staff was provided by the school's speech and language therapist, and has been tremendously successful in bringing about behavioural changes for the student. Communication across the school and with parents is excellent. Weekly feedback is provided for parents and students are able to contact their families by telephone or visually by using one of three I-Pads purchased for students since the previous inspection.

Osborne House provides a highly inclusive environment for students which is remarkably well suited for its purpose. The accommodation is being extremely well maintained and provides ideal facilities to facilitate the learning and development of students. Conversely those students who become anxious during the school day are able to use the residential facilities to help them to calm. The house is made as homely as possible with all students having their own very well furnished rooms, and lots of personalised touches within communal areas. The bathroom and toilet facilities however would benefit from some personalisation and this is a point for improvement. Students are actively involved in the wider community by participating in national fund raising days, and gain an awareness of the environment as part of the curriculum. The residential provision however is not an active participant in re-cycling and this is a point for improvement.

Health promotion is an integral aspect of the curriculum for all students which is fully supported by care staff. Arrangements for the management and administration of medication reflect good practice and make excellent provision for addressing specific health needs such as epilepsy. Healthy lifestyles are actively promoted for all students as part of the curriculum, and they are encouraged and educated about making healthy choices in relation to food. A very wide range of activities are available to students both on site and in the community with opportunities to choose contributing to their development. Activities include a local trampolining club, meals out, a sensory room, baking, using computers, trips into town, and arts and crafts.

Residential pupils' safety

Outstanding

Provision for ensuring the safety of residential students at the school is outstanding. The welfare of students is central to practice across the school, and all policies and procedures relating to aspects of safeguarding are being rigorously implemented. Osborne House provides a safe, secure, and calm environment where students are able to relax and feel safe. Parents feel entirely confident that their children are being safely cared for. There have been no child protection concerns relating to the house since the previous inspection and no incidents of any student being reported as missing from the residential provision. The school has an established and positive working relationship with the Local Authority Designated Officer (LADO), all care staff are highly trained in relation to safeguarding matters and are acutely aware of their responsibilities in keeping students safe.

The schools designated persons with responsibility for child protection have completed training

specific to the role and there are excellent systems for recording and monitoring any identified concerns. The school's governing body are kept well informed of events within the school, they approve all policy documents and provide rigorous monitoring in relation to safeguarding. Students receive excellent information, guidance, and education about personal safety across the 'waking hours' curriculum, and took part recently in the national 'safer internet day'. As a point for improvement it is recommended that the school provide information for parents in relation to internet safety. Recruitment procedures are being effectively implemented with the appropriate vetting of potential staff being carried out as required.

Excellent collaborative working facilitates a highly consistent approach to understanding and successfully managing individual students behaviour, and this benefits them greatly. Students in Osborne House are in general exceptionally well behaved and develop a tolerance and understanding of others. Bullying is not an issue amongst the post-16 community and incidents where students become anxious for any reason are handled remarkably well by staff who know each student intimately. Celebrating the success of students is an integral and important aspect of life in the residential provision. The use of sanctions and physical interventions is extremely rare and there have been no incidents of either being used since the previous inspection in December 2012.

The residential provision provides a safe and secure physical environment for students where there is excellent provision for the management of risk associated with the premises, and all activities undertaken by them both on and off-site. Health and safety arrangements are highly effective with written risk assessments being regularly reviewed. Thorough procedures are followed to ensure the safety of pupils when undertaking trips off site or undertaking potentially hazardous pursuits such as swimming or trampolining. Provision for fire safety within the residential accommodation is excellent with all checks and tests being carried out as required and fire evacuation practices being held regularly.

Leadership and management of the residential provision Outstanding

Leadership and management of the residential provision are outstanding. An assistant head of the school provides excellent leadership of a dedicated team of care staff and Osborne House operates very efficiently and effectively on a day to day basis. The aims of the provision are clearly stated in what is excellent and accessible information provided for students and their parents. The house is very highly valued for the integral role it plays in successfully supporting the work carried out with post-16 students at the school.

Staffing arrangements in the residential provision are remarkably good. An established, highly qualified and well trained staff group operate extremely effectively as a team and provide an excellent consistency of care. Staff are highly committed and extremely enthusiastic about the role they perform with one saying, 'it's like one big family'. Supervision is provided for staff as part of professional development plans with excellent training and support enabling them to meet the diverse needs of individual students highly effectively. Parents are highly complimentary about their communication with the staff at Osborne House and feel wholly involved in the care and education of their children.

Seeking the views and opinions of students is an integral aspect of how both the school and the residential provision operate. There is a school council which meets regularly throughout the year, while house meetings and key-work sessions take place frequently within Osborne house. There have been no complaints relating to the residential provision since the previous inspection and the two points for improvement have been very effectively addressed. The school continues to demonstrate a clear commitment to the continuing improvement of the service it provides for students within the residential provision. Self-evaluation is a real strength with regular audits being carried out and rigorous monitoring being provided by a very actively involved governing

body.

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	116511
Social care unique reference number	SC012457
DfE registration number	850/5950

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	6
Gender of boarders	Boys
Age range of boarders	15 to 19
Headteacher	Mrs Sonia O'Donnell
Date of previous boarding inspection	05/12/2012
Telephone number	01962 854537
Email address	sonia.odonnell@osborne.hants.sch.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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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, or look for the link on the main Ofsted website: 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2013

