

Hampden House

Hampden House Hostel, Cats Lane, SUDBURY, Suffolk, CO10 2SF

Inspection dates	28/03/2014	
Overall effectiveness	Adequate	3
Outcomes for residential pupils	Adequate	3
Quality of residential provision and care	Good	2
Residential pupils' safety	Adequate	3
Leadership and management of the residential provision	Good	2

Summary of key findings

The residential provision is adequate because

- Residential pupils benefit from good attachments to experienced staff. Pupils gain new experiences and different opportunities providing them with equal access to activities, education and social interaction.
- Residential pupils are positive regarding the care provided and most enjoy the residential experience. There are several instances where pupil's behaviour has a negative impact on others.
- Good safeguarding procedures ensure pupils are protected from potential harm.
- The school assesses the quality of the residential provision well and provides good independent monitoring.
- The school provides adequately safe accommodation, although, the maintenance and decoration of the accommodation is poor in places. Additionally, fire evacuation practise is not regularly carried out.

Compliance with the national minimum standards for residential special schools

The school does not meet the national minimum standards for residential special schools. The details are listed in the full report.

Information about this inspection

The standalone inspection of the residential provision took place following a notice period of four hours. The inspection activities included; meetings with the manager, the school cook, residential staff, the head of the school, safeguarding officers, and meetings and meal times with residential pupils. Feedback from school pupil and parental surveys, discussions with parents and inspection of documentary records informed the judgements.

Inspection team

Deirdra Keating

Lead social care inspector

Full report

Information about this school

Hampden House is a residential pupil referral unit maintained by the local authority. The school can accommodate 12 boys aged between 10 and 14 years. All of these pupils reside at the school for four nights a week. The residential accommodation is part of the school. The pupil referral unit is situated in a residential area of Sudbury and caters for pupils who have emotional and behavioural difficulties.

The residential provision was last inspected in March 2014.

What does the school need to do to improve further?

- enable pupils to take roles and responsibilities during residential to promote the development of independence and domestic skills
- ensure active steps are taken to enable children, parents and staff to make their views known through independent surveys
- **The school must meet the following national minimum standards for residential special schools.**
 - Accommodation is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any children with restricted mobility. The accommodation contains suitable specialist facilities to support children whose disabilities require them. (NMS 5.4)
 - In addition, fire drills are regularly (at least once per term) carried out in 'residential time'. (NMS 7.2)
 - The school has and consistently implements a written policy on managing behaviour, including promoting good behaviour. This policy includes: measures to combat bullying and to promote positive behaviour; school rules; disciplinary sanctions; when restraint is to be used; and arrangements for searching children and their possessions. (NMS 12.1)

Inspection judgements

Outcomes for residential pupils

Adequate

Residential pupils say that generally they like being at the school. The relationships between pupils and staff are good. Staff provide individual support for pupils, helping them build emotional resilience to the difficulties they face. However, some relationships between pupils are not harmonious and as a result not all pupils feel relaxed at the school. Pupils interact with one another and participate in activities as a group. There are behavioural incidents that show pupils have little respect for one another and this impacts on pupils, leaving some pupils unsure and tense.

Pupils feel an affiliation with the school and recognise the personal benefits that the school has made in helping them address their behavioural difficulties. This has enabled pupils to change promoting better self-esteem and self-confidence. Pupils have a sense of belonging to the school; however, their contribution to the routines are minimal. Pupils make beds and tidy bedrooms, there is a willingness to help and contribute to domestic routines. However, before and during meal times pupils spend time waiting for adults to prepare the dining room and serve the food. The waiting time exacerbates group dynamic difficulties as pupils sit together with little to do.

Pupils develop self-reliance and are encouraged to exercise self-control and reflect on their actions during the evenings in the residential provision. Staff set individual goals with pupils daily. These are achievable and link well into pupil's requests for activities and the required trust from adults. This gives pupils an incentive to work towards.

Residential pupils enjoy a sufficient range of activities and take part with enthusiasm. Pupils enjoy swimming, football, using local parks and playing games consoles. Pupils benefit from physical activity that supports healthy routines and fitness. Pupil's health needs are supported with care from staff. Pupils are encouraged to participate in physical activity and benefit from a wide range of healthy meal options; ensuring diets are varied and healthy.

Pupils at the school work towards reintegration to the next stage of education. This is often mainstream provision. Pupils are central to future plans and work with staff to map past events and plan their aspirations for the future. Pupils are clear about goals they are working towards, staff support pupils well with transitional arrangements.

Quality of residential provision and care

Good

The quality of the residential provision is good. The continuous sharing of information between school staff and residential staff works well to ensure support for pupils is ongoing. The size of the school means staff know all pupils well. Staff share detailed information throughout the day and this provides insight to changes in pupils behaviour. Following the school day pupils review their personal goals with staff and discuss any significant difficulties. This helps pupils start to take responsibility for their behaviours and enables residential staff to plan evening activities in accordance with individual needs.

Pupil's individual requirements are detailed in care plans. Staff are trained to meet pupil's individual health needs. Medication is administered safely and staff complete regular audits of the administration record. This monitoring ensures systems are safe and work efficiently.

The new cook has made a significant difference to improving catering arrangements. Food is of good quality and presented well. Cakes for pupil's birthdays are highly personalised and beautifully presented. Meat is sourced locally; meals are all homemade and fresh fruit, salad and yoghurts and always on offer. The food is fresh, nutritionally balanced and enjoyed by pupils who

recognise the efforts and care that go into the catering. The service is flexible promoting menu options that support pupil's individual dietary requirements and encourage pupils to make healthy choices.

Pupils are able to stay in contact with their families throughout the week. They are able to make and receive telephone calls privately. Arrangements fit well around pupil's evening activities and individual family circumstances. Staff have a sound rapport with parents and carers. The two-way sharing of information is managed by staff dedicated to home liaison and residential care staff. This ensures staff understand pupil's changing circumstances and needs. Parents say that communication is good, staff contact them in the event of any incidents and provide report on positive progress.

The residential accommodation affords spaces for communal living and good privacy for pupils. Individual rooms benefit pupils who personalise bedrooms according to their tastes and preferences. Communal areas are comfortable, however, several areas require decorating and are not maintained to a high standard. This results in parts of the residence that have an institutional and unhomely feel.

Residential pupils' safety

Adequate

The safety of the residential pupils is adequate. Staff prioritise pupil's safety and are unquestionably committed to trying to keep pupils safe. However, pupils do not all feel safe in the residential provision. The group dynamics are unstable and unpredictable. There are instances where boisterous behaviour and items suited more to outside play exacerbate this. The current peer group present many challenges to staff. Staff try to provide early intervention and find new incentives and conflict resolution. However, at times there is a lack of structure and clear boundaries.

The introduction of a new behavioural management system is good and welcomed by pupils and staff. A traffic light system and individual reward programme sets targets for individuals and includes rewards pupils like. Charts in pupils' bedrooms display targets planned with key staff, this gives pupils ownership and empowers helping them take responsibility for their actions. Pupils are engaged in the system and understand how it works. However, it is in the early stages of being introduced and therefore the impact is not yet fully effective.

Pupils say that can identify adults who they would approach with a concern. Residential pupils know independent visitors who visit the school regularly. Safe recruitment of staff is demonstrated by clear recruitment procedures. Personnel files evidence complete checks on all staff. This safeguards pupils and ensures they are cared for by suitable adults and therefore protected from potential harm.

Staff designated to safeguard pupils have a high profile throughout the school. This provides accountability and a consistent approach to managing pupil concern. Staff benefit from regular child protection training and demonstrate a full understanding of the procedures. This ensures allegations, concerns or disclosures from pupil is managed well.

There is an agreed protocol for pupils who go missing from the school. However, there are an increasing number of incidents of pupils leaving the school site. These are for very short periods and staff follow pupils and monitor their whereabouts. Pupils leave the site ignoring the safety rules and staff are not always able to prevent this. Parents contacted expressed concerns at pupils leaving the site. The staff are not always aware of pupil's whereabouts and this places pupils at risk of potentially unsafe behaviours and prevents some parents from feeling confident about pupil's safety.

The health and safety checks are carried out regularly and generally ensure the physical environment is safe. Fire drills are carried out; however, these are not regularly practised in residential time. This means that not all pupils practise emergency evacuation from the first floor accommodation. In addition some damage to residential areas is outstanding as there is no caretaker at the school. Staff have worked hard to ensure the environment is safe but due to the high number of incidents superficial damage remains visible.

Leadership and management of the residential provision Good

The leadership and management of the provision are good. The aims of the provision are set out and shared with prospective pupils and their parents. Pupils benefit from academic and residential staff working together to address the difficulties pupils face. The residential provision is integral to the school. Residential pupils receive a good standard of care that is organised and makes a difference to their lives.

Residential pupils contribute their views and are complimentary regarding the staff and the care they receive. Parental views are mixed, although, most feel the impact of attending the school on pupils is positive. Despite this there are no complaints.

The number of staff on duty provide good levels of supervision and interaction with pupils. The staff teams represent a mix of age, experience, and expertise. This enables pupils to build strong attachments and helps pupils develop emotional resilience.

Monitoring is good, external monitoring takes place routinely and generates comprehensive reports. These are critical providing an extra safeguard and objective overview of the residential provision. Internal monitoring is also good. Senior staff are realistic and insightful regarding the identified shortfalls. The management team have taken steps to address these, however, the overall impact is yet to be realised in terms of outcomes for pupils.

Records personal to pupils' lives are concise and stored securely. Records are compiled with pupils and parents, building a picture of pupils' lives while at the school. Staff understand and implement the national minimum standards but are not abreast of updates and independent surveying. There are no independent surveys completed, reducing opportunities for pupils, parents, staff and professionals to share their views about the school.

The improvement points raised at the previous inspection have not all been addressed. The school works with pupils for three terms and changes in the group has resulted in difficult challenges. Staff work hard and are focussed with the ongoing management of incidents resulting in less time and energy to drive future improvements. There are plans to adapt and change areas of the accommodation and the new behaviour management system has been introduced. Overall, while the overall quality of provision has declined this is fully recognised by staff and there are clear development plans to improve outcomes for pupils.

The school has not met all the national minimum standards and combined with the impact of the identified shortfalls raised this has resulted in an overall adequate judgment.

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	124530
Social care unique reference number	SC024594
DfE registration number	935/1104

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	
Gender of boarders	
Age range of boarders	
Headteacher	Mr A Chidwick
Date of previous boarding inspection	05/03/2013
Telephone number	01787 373583
Email address	head@hampdenhouse.net

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