

# Shapwick School

Mark Road, Burtle, Bridgwater, Somerset, TA7 8NJ

<b>Inspection dates</b>	07/05/2014 to 09/05/2014
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Overall effectiveness	Adequate	3
Outcomes for residential pupils	Adequate	3
Quality of residential provision and care	Adequate	3
Residential pupils' safety	Adequate	3
Leadership and management of the residential provision	Adequate	3

## Summary of key findings

### The residential provision is adequate because

- The school continues to make rapid progress in all matters relating to the protection and welfare of residential pupils. Safeguarding concerns highlighted at the last inspection have been reviewed and weaknesses in the schools policies and procedures have been addressed. The management team has taken robust action to ensure that the safeguarding policy is implemented effectively and is understood by staff and residential pupils.
- The new senior management team, the new Headteacher and the new Head of Boarding continue to be a decisive force in improving the outcomes for residential pupils. Staff and residential pupils are very positive about the culture of openness and consultation. The current drive of continued improvement and change is being supported and welcomed by the whole school.
- The senior management team has worked hard to meet the national minimum standards highlighted for improvement at the last inspection. In spite of the short timescale, four out of the eight standards have already been fully met. Good progress has been noted in all of the remaining areas.
- The residential provision provides an adequate environment for most students. However, the quality of individual boarding houses ranges from good to barely adequate. Significant investment is needed to modernise parts of the residential accommodation. In addition, the provision for the management of risk and for addressing all aspects of safety associated with the premises and activities undertaken by students, is an area for further improvement.
- Residential students receive highly individualised care. They feel safe and enjoy mutually respectful relationships with staff and with each other. Progress to improve the quality of care plans to support the delivery of personalised care has been steady but slow.

### **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 Headteacher of the school was notified on the morning of 07 May 2014 and the inspection started later the same day.

All five boarding houses were inspected and pupils were interviewed and observed in the setting.

The views of parents were analysed on Parent View and from a number of parental feedback forms and a wide range of school documents were scrutinised including individual pupil's records.

Inspectors spoke with a range of staff and external professionals and contact was made with Local Safeguarding Children's Board to ascertain the quality of the current safeguarding arrangements.

## Inspection team

Wilfried Maxfield

Lead social care inspector

David Kidner

Social care inspector

# Full report

## Information about this school

Shapwick School is registered with the Department for Education and with the Council for the Registration of Schools Teaching Dyslexic pupils (CReSTeD) under the 'special provision' category. It is inspected by both Ofsted and CReSTeD.

The school specialises in supporting pupils whose education has been adversely affected by dyslexia, dyspraxia and dyscalculia. The school does not accept pupils whose primary need is emotional and behavioural difficulties. Approximately half of the pupils have a statement of special educational needs.

There are five residential houses spread across three sites. A mixed gender house for the preparatory school and four single gender houses for the senior school and sixth form residential pupils.

The school currently has 155 pupils on roll across the two sites of which 102 are residential pupils. The remaining students are day pupils.

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

- Ensure that all individual pupil records are audited.
- Consider the use of a specific approach to the de-escalation of challenging behaviour and physical intervention techniques.
- **The school must meet the following national minimum standards for residential special schools.**
  - Where necessary, a child has a clear individual health and welfare plan or similar record, containing relevant health and welfare information provided by parents/carers and recording significant health and welfare needs and issues. This record should be agreed by parents/carers and include: records of developmental checks; health monitoring required by staff; intimate care or bodily functions requiring staff help; and the involvement of a child's parents/carers or significant others in health and welfare issues. (NMS 3.12)
  - Accommodation is suitably furnished and of sufficient size for the number, needs and ages of children accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm. (NMS 5.5)
  - The school premises, accommodation and facilities provided therein are maintained to a standard such that, as far as is reasonably practicable, the health, safety and welfare of pupils are ensured. (NMS 6.2)
  - There is a sufficient number of competent staff deployed appropriately, both as a staff group and on individual shifts, to fulfil the school's Statement of Purpose and meet the individual needs of all children resident in the school. (NMS 15.1)
  - All existing care staff have attained a relevant minimum level 3 qualification or have qualifications which demonstrate the same competencies. All new staff engaged from the commencement of these Standards hold these qualifications or begin working towards them within 3 months of confirmation of employment. (NMS 19.2)

## Inspection judgements

### Outcomes for residential pupils

### Adequate

The outcomes for residential pupils at the school are adequate with some good features. Residential pupils report that they enjoy their time in their respective houses. The residential accommodation provides a stable and supportive living environment in which residential pupils feel relaxed and at home. Pupils' comments about their experience of boarding are unanimously positive. Comments include, 'it's friendly, fun and brilliant here,' and, 'boarding is really homely and welcoming. If you have a problem they fix it for you.'

Pupils behave very well and grow and develop their self-esteem. Residential pupils describe good relationships with staff and with each other. Pupils with emotional and behavioural difficulties make good progress in developing their social skills. They benefit from the school ethos and approach to residential living. This consists of a clear, dependable and familiar daily structure and clear expectations while also providing a supportive environment in which they can grow and flourish. The school has adequately addressed the need for increasing the choices of the older residential pupils. This follows a review of the rules applied to teenagers.

The boarding experience is supported by the schools therapeutic and medical team. This enables residential pupils to make good progress with their physical and psychological health. Pupils receive a wide range of specific help and support for their disability which benefits their ability to develop as a person and become a better learner. Pupils with additional health needs are well-looked after and are helped to overcome their difficulties.

Residential pupils learn to participate and play a part in influencing their social environment. They have an opportunity to contribute their views to the operation of the residential provision and are encouraged to raise concerns freely. Their views are given appropriate weight in decisions about the running of the boarding houses and the school as a whole. One pupil stated, 'staff always listen and I feel they always act and follow things through. There are lots of things that have changed because we suggested it.' Children are not penalised for raising a concern or making a complaint in good faith. The school provides residential pupils with clear contact details for an independent listener and access to external persons to voice any concerns they may have about their care.

### Quality of residential provision and care

### Adequate

The quality of care provided to residential pupils is adequate. The senior management team are constantly reviewing and improving the quality of care across the boarding provision. This includes the admissions and induction process. A new and better standard of information gathering has been introduced. This has greatly improved the quality of referral information gained prior to admission for each pupil. It is now designed to allow new residential students the best possible start.

The school does provide a care plan for residential pupils. The documents vary in quality and many do not clearly identify how the school will meet individual children's care needs on a day-to-day basis. Health care plans do not fully include the full specific health care needs of young people and the information does not fully inform staff of residential pupil's needs. This shortfall was noted at the previous inspection. In spite of some progress, detailed care planning is still a weakness.

The school's medication policy is good and medicines are well managed. Arrangements for dealing with medication and healthcare are effective and safe. Records of the administration of medication given in boarding time are adequately monitored by senior staff. Records are well

maintained. Medicines are kept safe and secure. Regular audits ensure a good supervisory oversight by managers.

Residential pupils are able to keep in regular contact with parents and those important to them. The school has improved the communication links for parents and carers with residential staff and pupils. The need for better networking and communication with parents has been given a much higher priority across the school. The school is in the process of including the information about the new and improved arrangements in all of its key documents and publications.

Not all accommodation areas are suitably furnished and of sufficient size. Some bedrooms appear cramped and some accommodation areas would benefit from refurbishment and redecoration. There are substantial differences in the accommodation provided to young people. Some of the boarding houses are in need of major refurbishment and redecoration in order to promote a homely environment while other areas are of a good standards. A small number of residential pupils commented on the large number of pupils per bedroom. It is advised that a review is undertaken as to the number of residential pupils accommodated in each bedroom. All of the bathrooms are now private and secure. Residential pupils children have adequate privacy when they use their bathroom.

Residential pupil are provided with meals that are adequate in nutrition, quantity, quality and choice. Hygienic facilities are provided for the preparation of meals in the boarding houses. Residential pupils have access to snacks and drinking water. A number of young people commented that they would like some of their meals in their accommodation areas rather than at the main school site.

### **Residential pupils' safety**

### **Adequate**

The school makes adequate provision for the safety of its pupils. Robust action is being taken to improve the safeguarding culture at the school. The senior team ensures that safeguarding is included and prioritised on every agenda at every meeting throughout the school. Lessons from the past have been learned. These relate to the failure to investigate incidents appropriately and notify significant events to the appropriate authorities in the correct manner. After a thorough management review safeguarding arrangements within the school have improved and are adequate. The school has taken immediate remedial action following consultation and advice from the Local Safeguarding Education advisor. The advisor has praised the school for the speed and effectiveness of the action taken.

All designated officers and staff are clear about the process of dealing with a significant event and can demonstrate a sufficient and robust understanding of current safeguarding practice and guidance. The relationship with the Local Safeguarding Children's Board has been completely reformed and intensified and the school has become an active member of the local safeguarding network of independent schools. The senior team has implemented a new approach to training and commissioned bespoke safeguarding training with the Somerset Safeguarding authorities for all residential house parents.

Health and safety systems which ensure that residential pupils live in a safe environment are adequate. However, the school does not support rigorous risk assessment processes. Not all risks to residential pupils have been identified and individual environmental risk assessments have not been completed for all the accommodation areas and for the school sites. There is good promotion of fire safety across all sites. Good fire risk assessments cover all of the accommodation areas and are updated regularly. The school ensures that all servicing, tests and checks are robust and that staff and pupils take part in frequent fire drills.

The vast majority of residential pupils are happy. The general atmosphere across the school and

the boarding houses is relaxed and positive. The residential provision effectively promotes good behaviour. Staff are able to implement good behaviour management. Appropriate sanctions are imposed and good systems of rewards are in place. Restraint is not used. However, the school is not well prepared for the possibility of pupils displaying challenging behaviour. Staff do not follow a particular approach to the de-escalation of challenging behaviour and physical intervention.

Boarders say that there is a zero tolerance of bullying, and can outline what this means in practice. Any such instances are taken very seriously and addressed promptly. One boarder stated, 'bullying is not an issue here, if there are any concerns these are addressed.'

The school has improved its procedures and contractual agreements with adults who live on the premises and who are not employees. There is clear guidance to manage their contact with the residential pupils and a clear directive that outlines their responsibilities to supervise their own visitors.

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

Leadership and management of boarding is adequate. In the twelve weeks since the last full social care inspection in February 2014, the senior leadership team has made significant improvements in key areas and through robust self-evaluation have plans to develop further. In spite of the short time since the last inspection, four out of the eight national minimum standards have already been fully met. One additional shortfall in meeting a national minimum standard was noted at this inspection. Good progress has been noted in all of the remaining areas. There are two areas for further improvement. This will support the school in developing the service given to residential pupils.

Monitoring processes within the school are adequate. Records are maintained adequately. However, the information from individual pupils records has not been evaluated and audited for some time. The quality of the independent visit reports is good and helps to improve the systems that inform good practice. The reports provide sufficient and accurate details about the operation of the residential provision and provide recommendations for improvement. There is a robust complaints procedure in place and formal complaints are thoroughly addressed. Young people are fully aware and are able to state how they would raise concerns or complaints. All are able to name a trusted member of staff whom they would turn to.

The new Head of Care is providing residential staff with good leadership and has significantly improved the line management structure and the accountability of staff. Staff are supported through regular supervision and appraisal. A robust training needs analysis has been conducted and additional staff have been registered to undertake the level 3 Workforce Diploma award. However, a number of staff do not have a relevant qualification to support their work in the residential provision.

The boarding house manager and staff team can demonstrate a well organised and methodical approach to managing all aspects of the provision. Staff have a good knowledge of the needs of individual children. All are able to demonstrate an adequate level of experience to ensure that pupils' welfare is safeguarded. The senior leadership team is making good progress in implementing an increase in the boarding house staff complement. The aim is to provide three staff on each shift in each of the boarding houses. However, this has not been achieved and there is still a shortage of staff.

The school is actively seeking young people's views. There is ample opportunity for pupils to contribute their views in formal and informal meetings. Everyday choices are given good consideration by the management team. Residential pupils and day pupils are very complimentary about the way their suggestions and recommendations are used in order to make

positive changes. A member of the school council said, 'it is amazing how many things have changed in the last few months. In some cases we have hardly asked for something to improve and it has already been done'.



## 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>	123929
<b>Social care unique reference number</b>	SC031481
<b>DfE registration number</b>	933/6173

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>	Non-affiliated independent
<b>Number of boarders on roll</b>	102
<b>Gender of boarders</b>	Mixed
<b>Age range of boarders</b>	8 to 18
<b>Headteacher</b>	Mr Martin Lee
<b>Date of previous boarding inspection</b>	05/02/2014
<b>Telephone number</b>	01278 722 012
<b>Email address</b>	office@shapwickschool.com

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