

Cicely Haughton

Staffordshire County Council, Cicely Haughton Special School, Westwood Manor, Wetley Rocks, Stoke-on-Trent, Staffordshire, ST9 0BX

Inspection dates	14/05/2014 to 16/05/2014	
Overall effectiveness	Outstanding	1
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

- The residential provision is judged outstanding overall with outstanding judgements across all areas of the service. All national minimum standards are met. There are an exceptional number of strengths throughout the service which results in residential pupils making excellent progress.
- Residential pupils feel respected, safe and secure in the school and with the people who look after them. This is because their welfare and safety is the school's first priority.
- Residential pupils experience high quality care that consistently and positively impacts on their personal development, confidence and well-being.
- Care and support arrangements are highly effective because they are based on an individual's needs and their potential. There is a continuous focus on service development and improvement.
- Residential pupils are provided with a wide range of stimulating and enjoyable recreational activities both within the school and in the wider community. Their personal interests and choices are fully promoted and supported.
- Residential pupils live in an environment that provides them with clear boundaries and expectations in respect to their behaviour. They make significant progress in relation to their social interactions and relationships.
- Residential and teaching staff are highly effective and work very well together. They actively promote and support the personal, social and academic development of each residential pupil irrespective of their background or circumstances.

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. One evening was spent in the residential accommodation. Six pupils were resident on the first night. Several other pupils were using the extended school day service. Several pupils were spoken with and observed during the inspection and one pupil completed a tour of the accommodation. A range of records were examined relating to the care provided. The meals were taken on both days with pupils and staff. Discussions were held with members of the management team, care staff and teachers. Documentation examined included health and safety and recruitment records, behaviour management records, care and health plans and management/independent visitor reports.

Inspection team

Julian Mason

Lead social care inspector

Full report

Information about this school

Cicely Haughton is a Staffordshire Local Authority school offering day and residential places to girls and boys aged five to 11 years. There are 50 pupils on roll, of whom 25 currently use the school's residential provision. The residential provision was last inspected in May 2013.

Inspection judgements

Outcomes for residential pupils

Outstanding

The residential community is inclusive and well balanced. It is described as like 'being a home from home' and 'a happy place' to learn and play. Residential pupils experience a nurturing and a very consistent caring environment. Relationships and attachments are extremely strong and beneficial to each residential pupil irrespective of their backgrounds or circumstances. Pupils describe their residential experiences as, 'awesome', 'it's the best' and 'it's amazing.' They thoroughly enjoy their residential stays with many stating that they would like to stay longer.

Positive and secure experiences enable pupils to reflect on what they have achieved academically and socially. They are very proud of the school and their achievements and can talk confidently about their individual successes. From their starting points, residential pupils make excellent progress, which is underpinned by robust monitoring of individual targets. They develop qualities, skills and values that support growing confidence and improved resilience. For example, parents identify growing friendship networks, a greater willingness to listen and much improved family relationships.

Patience and care is extended to all, which includes frequent consultation between pupils and residential staff. Views and wishes are consistently encouraged, residential staff are always ready to listen and act on what pupils say. Because of this, pupils feel listened to and know that what they say can influence the way in which their routines and care are provided. A real strength of the residential provision is the many ways in which pupils can communicate and share their views and feelings with residential staff or nominated advocates outside of the school.

The activities on offer to the pupils are the most popular aspect of their residential experience. Because the school has access and can provide a large range of recreational pursuits, pupils have many opportunities to expand their experiences, grow in confidence and build their self-esteem.

Residential pupils' health and well-being benefits greatly because of the effective partnerships between the school, parents and health care professionals. They are actively encouraged to learn about keeping themselves fit and healthy and participate in many routines and activities that make this happen. The school's healthcare arrangements are highly effective in promoting and maintaining each individual's physical, emotional and psychological health.

Residential pupils are really well supported when moving on to their secondary education placements. Support is tailored around each pupil's needs and circumstances because the team follow individualised transition plans. Pupils who have moved on have made successful transitions and sustained their engagement in education and where appropriate their new residential settings.

Quality of residential provision and care

Outstanding

Care planning and implementation is strong and very effective. Robust monitoring and tracking that quickly identifies progress as well as difficulties helps pupils focus on their behaviour, relationships and social presentation. They are partners in a process that aims to promote their potential. The residential team have high aspirations and expectations that pupils will make progress academically and socially. Residential staff take a keen interest in all aspects of pupils' lives and this helps them maintain up-to-date knowledge and awareness of individual needs and risks.

Residential pupils build their progress on a firm foundation of familiar and well-organised care and support routines. There are excellent arrangements for managing new admissions and

transitions to and from the school because of effective partnerships between residential and teaching staff. In addition, residential pupils now benefit from a greater focus on preparation and support for residential transitions as the school have identified that these arrangements could be improved further for the benefit of all residential pupils.

Medication procedures and administration practices are sound and the residential team have an excellent insight into the individual health needs of pupils. Pupils live in a very safe pleasant accommodation with lots of space inside and out. The school provides a comfortable and homely environment, which is well maintained and decorated. Avoidable hazards are removed or remedied quickly to ensure good standards of health and safety are achieved for everyone. The accommodation is being developed further so more single bedrooms can be offered to new and existing pupils if needed.

Catering arrangements are very well organised and fully integrated into the school and residential routines. The residential pupils thoroughly enjoy their meals along with learning about healthy eating and the necessary social skills associated with sharing mealtimes. These arrangements help the school community come together allowing pupils, teachers and residential staff to develop positive relationships and learn from each other.

Residential pupils' safety

Outstanding

Pupils' safety and protection is prioritised, which results in an effective contribution to safeguarding and welfare practices. Staff approach their roles and responsibilities in a conscientious and professional manner. They embrace the values of the school by placing pupils' safety and well-being at the centre of day-to-day practice. Pupils confirm this by clearly stating how safe they feel, recognising the contribution the team makes to this area of residential life.

Managers have robust recording and reporting systems in place to manage any child protection concerns. Designated officers make referrals where necessary and when concerns are identified. Pupils are protected as a result of the action managers and staff take. There are no issues of bullying identified; pupils know that this kind of behaviour is not accepted and will be challenged. The planning of residential breaks has been modified further to ensure that residential pupils continue to be matched with the most appropriate peer group. Residential pupils' safety continues to be based on ongoing and comprehensive assessments of risk, ensuring everyone's safety and comfort is prioritised.

The residential team consistently promote, praise and reward positive behaviours. Physical intervention is rarely used and only as a last resort. Pupils understand that staff are helping them to make positive changes where necessary, they say that their behaviour gets better as a result of this help. Where pupils struggle with expected boundaries, staff patiently engage with them, communicating and responding proportionately to the circumstances. All pupils have comprehensive plans that include agreed strategies about the management of their behaviour. These arrangements help guide staff in their practice and provide managers with a way of assessing the effectiveness of how residential staff work with each pupil.

Further positive steps are taken to ensure residential pupils' safety. For instance, managers ensure that all newly recruited staff are safe to be with pupils before they start work in the school. This is achieved through effective recruitment, selection and vetting processes that are closely monitored to ensure adherence to national safer recruitment practices for schools.

Pupils express confidence in the safety and security of the school and residential accommodation. Pupils and staff who are trained, learn how to protect themselves in an emergency because they practice emergency escape drills. Practices and procedures are in place to ensure the residential accommodation is safe. For instance, thorough and frequent tests on fire systems are undertaken

and electrical equipment and utilities are checked and serviced as required. The school has thorough risk assessments for all aspects of the premises, grounds and activities, both on and off site. Particular efforts are taken to ensure that all areas used by pupils are free from avoidable hazards. External health and safety assessments are also carried out to evaluate and shape the school's on-going health and safety arrangements and practices.

Leadership and management of the residential provision Outstanding

The management and organisation of the school's welfare and accommodation provision is outstanding. Managers ensure that the welfare of pupils is given first consideration and the school communicates this approach clearly to all staff and pupils. There is always enough staff available for pupils who are well trained and supported to deliver a consistent, high-quality residential service. The style of management ensures that staff are clear about their roles and responsibilities and that residential services are run with pupils' progress, welfare and safety as their primary concern.

Comprehensive information is readily available that details the school's operation and its services. This information is kept under review and updated when necessary. The written guide for residential pupils is clear, in an easy to read format that provides valuable information about what can be expected from school.

Managers have an excellent insight into how well pupils are being looked after. Staff are led by a conscientious and effective head of care who is directly accountable to the Headteacher. Services are delivered in a highly professional and consistent way because the residential team work effectively with each other, pupils, parents and teachers. They are also provided with clear day-to-day guidance about their roles and responsibilities from newly recruited but experienced and supportive seniors. The residential team are well informed about individual needs, they are fully aware of how to help and support each pupil in a fair and non-judgemental way.

The Headteacher and head of care can readily demonstrate the school's capacity for continuing improvement, which is based on a sound track record of on-going development and pupil success. Strengths and potential shortfalls are clearly understood. This information is used to formulate a range of challenging development plans, which are monitored, reviewed and updated regularly.

The residential team are managed in a way that encourages regular reflection of their work, which in turn also helps identify ways of improving the service. This approach is part of the school's wider evaluation and monitoring activity that also includes gaining feedback from a range of other sources. These arrangements exist solely to support the school in channelling its efforts to effectively shape and develop its services for the benefit of current and future residential pupils.

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	124499
Social care unique reference number	SC038731
DfE registration number	860/7006

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	25
Gender of boarders	Mixed
Age range of boarders	5 to 11
Headteacher	Mr Richard Redgate
Date of previous boarding inspection	22/05/2013
Telephone number	01782 550202
Email address	office@cicelyhaughton.staffs.sch.uk

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