

Buglawton Hall Residential Special School

Buglawton Hall School, Buxton Road, CONGLETON, Cheshire, CW12 3PQ

Inspection dates	06/03/2014	
Overall effectiveness	Adequate	3
Outcomes for residential pupils	Good	2
Quality of residential provision and care	Good	2
Residential pupils' safety	Adequate	3
Leadership and management of the residential provision	Adequate	3

Summary of key findings

The residential provision is adequate because

- Residential pupils make good progress across all areas of their development. They receive high levels of sensitive care and support in a comfortable environment. Resulting in improved behaviour, personal, social and emotional outcomes.
- Residential pupils' safety and well-being is of paramount importance. Residential pupils are safe and say that they feel safe because of the well-implemented safeguarding procedures.
- The residential provision is appropriately managed. The new management structure is helping drive forward improvements, but is still in its infancy. The headteacher, head of centre and head of care are committed to the on-going development of the provision. They are appropriately supported by the governing body.
- Residential pupils' are complimentary about the setting. They say they get on well with staff and staff have enabled them to make positive changes in their lives. They say the incidents of bullying or the need for physical interventions has significantly decreased and that staff act quickly to resolve any issues.
- There is one shortfall in the national minimum standards with regards to the recording of sanctions. There are four points for improvement linked to some records, maintenance, monitoring and fire safety.

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 school was contacted on the morning of day one by the lead inspector to announce the inspection. The inspection took place over three days with feedback provided on the afternoon of day three. During the inspection records and documentation were examined and interviews took place with the residential pupils, head of care, head teacher, staff and safeguarding advisors. Evening activities were also observed over two nights.

Inspection team

Chris Scully

Lead social care inspector

Full report

Information about this school

Buglawton Hall school is a residential special school maintained by Manchester City Council children's services. The school is situated within a rural area near Congleton in Cheshire. The school currently offers residential special education to 17 boys with emotional and behavioural difficulties, aged between 7 and 16 years.

The school offers residential care from Sunday evenings to Friday afternoons each week during term time. The residential accommodation comprises two living groups within the main hall, and there are four residential units provided within a purpose-built building within the school's grounds.

The residential provision was last inspected in February 2013, as part of an integrated inspection.

What does the school need to do to improve further?

- enhance the recording systems to ensure records are sufficiently detailed and reflect current practice such as health care plans, missing from care risk assessments, and young people's comments are recorded in their own words
- ensure all areas of the home are appropriately maintained so as not to detract from the homely environment
- enhance the monitoring systems to ensure all shortfalls in records are identified, recorded and acted upon.
- **The school must meet the following national minimum standards for residential special schools.**
 - A written record is kept of major sanctions and the use of any physical intervention. Records may include the information in Appendix 2 (Residential Special Schools National Minimum Standards) - 'use of physical restraint'. The record is made within 24 hours of the sanction being applied and is legible. Children are encouraged to have their views recorded in the records. The school regularly reviews any instances of the use of physical intervention restraint and examines trends or issues to enable staff to reflect and learn in a way that will inform future practice. (NMS 12.6)

Inspection judgements

Outcomes for residential pupils

Good

Outcomes for residential pupils are good. Residential pupils enjoy positive relationships with staff which are built upon honesty, trust and mutual respect. Residential pupils feel valued, safe and protected which significantly increases their confidence and self-esteem. As a result they feel more confident in their own skills and abilities, such as identifying situations or people that impact negatively upon them. Residential pupils regularly engage in playful, appropriate banter with staff, for example, lively discussions as to who is the best at cooking pancakes.

Residential pupils clearly enjoy spending time with staff. There is a good sense of belonging and pupils have made firm friendships. They are generally respectful of one another and offer support to others when needed, such as helping each other on games consoles. Residential pupils are increasing in confidence, because of an environment which is supported by a broad range of extra-curricular activities which engage their interests. This includes caring for a wide range of animals on site such as horses, rabbits, chickens and guinea-pigs. They take their responsibilities to them seriously and are knowledgeable about the care they require.

Effective consultation systems mean they are fully consulted on all aspects of the provision. Residential pupils are empowered to put forward their views and know that staff will take these into full consideration. Consequently, this has led to changes in how the activities and evening routines are organised.

Residential pupils are increasing in maturity and an understanding of right and wrong. They confidently challenge other residential pupil's behaviours in a productive manner, such as reminding them not to use inappropriate language. This additional guidance is well received from other residential pupils who are then able to modify what they are saying. Residential pupils say they enjoy spending time with their friends at school and also at the various clubs that they attend. This means residential pupils are afforded the same opportunities as their peers.

Residential pupils are increasingly aware of the importance of keeping themselves fit and healthy. They have an understanding of the importance of healthy eating, although some are less enthusiastic about the new healthy tea menu. Most residential pupils enjoy the opportunities to be physically active and improve upon their fitness and mobility. Some are in discussions with staff about training routines linked to running and have set themselves appropriate fitness objectives with staff such as tackling the 'killer mile.'

Residential pupils are able to make informed choices about their own health and well-being. This is because they are able to access an extensive range of professionals and organisations, such as counselling services, drug and alcohol support groups and smoking cessation. As a result some residential pupils have given up smoking.

Residential pupils have some opportunities to develop a range of independence skills, such as tidying their bedrooms, doing their laundry and helping to plan meals. Residential pupils are developing money management skills as they successfully save their rewards monies to purchase larger items, such as construction kits and computer games.

Quality of residential provision and care

Good

The quality of pastoral care and support is good. Residential pupils enjoy positive relationships with staff which are built upon mutual trust, honesty and respect. They are confident to talk about issues that are concerning or worrying them. Consequently, care staff are able to assist residential pupils in addressing issues for example their behaviour, meaning they are more able

to engage with their education. There are good relationships between care and teaching staff which supports residential pupils. Effective sharing of information enables staff to provide continuity and support to residential pupils, such as the opportunities for teaching assistants to support young people in residence.

Care planning is generally robust and clearly demonstrates the individual needs of each residential pupil and how these are to be met. Staff have a good understanding of each young person's needs which is then used to inform and modify their care plans. However some health care plans contain varying information, for example, the specific medicinal dosages to be administered. This is a recording issue and does not impact upon the care provided as staff are knowledgeable about residential pupils individual health care needs.

Robust systems are in place for the safe, storage and administration of medication. This means residential pupils received their medication at the right time. Effective procedures are in place for ordering and the disposal of medication that is no longer required.

Residential pupils have developed strong relationships with their peers. They excitedly share their birthday celebrations with them. For example they are extremely keen to ensure they speak to them on the morning of their birthday to wish them happy birthday. They enjoy a wide range of enjoyable self-chosen activities such as music club. They are eager to engage visitors in activities, such as hide and seek within the grounds. Residential pupils ensure visitors know the rules of the game and any out of bounds areas. Consequently residential pupils know how to keep themselves and others safe.

The effective organisation of these activities enables residential pupils to work together as a team and take safe risks as they search for each other. Residential pupils are also engaged in a range of offsite activities such as boxing and football clubs and youth clubs. Staff use residential pupils interests to successfully enhance their learning, for example, a number of young people are in undertaking courses in animal husbandry.

Similarly a number of pupils help out in the school kitchen, working alongside catering staff to prepare the lunchtime meal. This provides very good opportunities for residential pupils to explore what it would be like working in this environment. As a result young people are more able to consider what they would like to do when they leave school, such as undertaking a catering apprenticeship.

Effective arrangements are in place to support residential pupils' contact with family and friends. Residential pupils have access to the internet and home phone and are able to have their own personal phones. This means residential pupils can keep in close contact with family members and friends who are important to them.

The residential provision is welcoming and is generally well maintained. Some areas of the residence are beginning to show signs of wear such as damage to paint work, architrave and a small number of windows. However, damage to the school property has greatly reduced since the last inspection as young people are taking more pride in where they live.

Residential pupil's bedrooms are all personalised to varying degrees and demonstrate each young person's individual tastes and interest. They are keen to explain to visitors about how they care for their hamsters and who takes responsibility for caring for them at the weekend.

Residential pupils' safety

Adequate

The safety of residential pupils is adequate. Residential pupils are safe because staff have a secure understanding of the schools safeguarding policies and implement them effectively. The

designated person ensures robust systems are in place for notifying the appropriate agencies of any safeguarding concerns. Hence swift action is taken to protect residential pupils from harm.

Residential pupils say they feel safe here. Throughout the school and house there are signs and details about safeguarding with contact details clearly visible. This enables staff, young people and visitors to be clear about who they contact should they have any concerns.

All staff are trained in child protection and safeguarding. They say their recent training was excellent and possibly the best they have had on this subject. Consequently they feel empowered and are clear on the action to take if they have concerns about a residential pupil.

Residential pupils rarely go missing. Appropriate systems are in place should this occur. Pen pictures are in place outlining the details of young people which can be passed to the police and other agencies. However, these do not provide sufficient information as to where a young person may go to i.e. train station, airports and family members. This is a recording issue as staff are aware of the dangers and vulnerabilities associated with each residential pupil.

There have been few incidents of bullying. Young people say bullying is not a big issue and should this occur staff help them to sort it out. Staff consistently remind young people about the appropriateness of their language and how some language can be hurtful to others. Residential pupils are very aware of the homes rules and say the rewards system is fair.

Sanctions are occasionally applied and are currently recorded electronically. However, this is not a written record in line with the national minimum standard and does not provide the opportunities for young people to have their views on the sanction recorded. While this is a breach of the national minimum standard it is a recording issue and does not impact upon the care provided to residential pupils.

Residential pupils are very clear that sanctions are fairly and consistently applied. This is evident from the significant reduction in the use of physical interventions and sanctions. Staff effectively implement each residential pupil's detailed and diverse behaviour management plan. Residential pupils say they are more able to manage their own behaviours as they say staff listen to them more and help work through things. Consequently, they are able to effectively self-regulate their own behaviours and look at new ways of handling challenging or difficult situations. Rewards for positive behaviours far outweigh any sanctions imposed.

Residential pupils are protected by a range of detailed health and safety procedures, risk assessments and checks. Young people are very aware of the fire evacuation procedures both for day and night. This means they are able to evacuate quickly and safely in an emergency. All fire doors are in good working order, however on some occasions kitchen doors are held open when young people are on site and on one occasion a smoke detector was obstructed. The school took immediate action to rectify these issues and therefore reduce the potential risks to young people.

There are appropriate systems in place for the safe recruitment of staff, which assess their suitability to work with young people. Visitors are well monitored and effectively chaperoned at all times. Staff provide a good level of supervision for residential pupils based on their age, understanding and ability, to make sure they are safe in school and in the community. Residential pupils are able to keep themselves safe as they are provided with good advice and support about personal safety, such as using the internet and social networking sites.

Leadership and management of the residential provision Adequate

The leadership and management is adequate. The school has recently established a new management structure. This is still in its infancy and therefore the full impact of these changes

cannot yet be fully evaluated. There is now a clear vision in place for the residential provision, resulting in a whole school approach to driving forward improvement. The schools commitment to providing good quality care and improving outcomes to each residential pupil is commendable. This has a very positive effect upon staff who say staff morale is much improved and they can see the difference they are making to residential pupils lives.

Monitoring visits by school governors and independent persons to check on records, assess the physical condition of the buildings and to talk to residential pupils about their experiences take place on a regular basis. However the schools own monitoring systems are not sufficiently robust. This is because they do not consistently record identified shortfalls or the action taken to address these.

The school are committed to the sustained improvement in the quality of care. This is evident in the action taken to address the shortfalls at the last inspection following which a monitoring visit took place to assess the schools progress. At that visit one requirement relating to the recording of physical interventions was made and four points for improvement relating to the training plan, pupil's independence skills, behaviour management policy and staff's professional development.

The School has improved upon the behaviour management strategies in place as it has reviewed the behaviour management policy. This means clear procedures are in place which are understood by all staff for assisting young people in managing challenging situations and internal exclusions. The recording of physical interventions is clear and young people and staff are spoken to after the event and their views are recorded. This means the school is able to evaluate the effectiveness of the intervention and young people know they have a voice and are listened to.

The school has enhanced staff performance and skills base. This is because staff are afforded professional supervision and an annual appraisal. The training plan is regularly evaluated to ensure it is effective and enables staff to enhance the current knowledge and skills. Staff have enthusiastically embraced recent training.

Senior managers are enthusiastic, ensuring others are equally inspired to make a difference. This demonstrates the school's positive approach towards ensuring every child matters. The involvement and participation of residential pupils is inclusive of everyday practice and means they can make informed choices and feel valued by those that care for and teach them. The effective partnership with parents is reflected in the achievements residential pupils are making.

Records and documentation are generally well maintained and provide a picture of the residential pupils' time at the school. However, there are some shortfalls as identified throughout this report. Also young people comments are not always recorded in their own words; this does not provide an accurate reflection of their views in relation to specific incidents.

The school provides education and accommodation for young people with a wide range of complex behavioural, learning, emotional and social needs. Staff recognise residential pupils as individuals with different needs, backgrounds, interests and views. Staff have a good knowledge of the residential pupils they are working with, ensuring their needs are consistently met. The school values the rights of individuals to respect and dignity and creates an environment where people's differences are accepted.

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	105604
Social care unique reference number	SC041918
DfE registration number	352/7014

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	Alan Braven
Date of previous boarding inspection	26/02/2013
Telephone number	01260 274492
Email address	head@buglawtonhall.manchester.sch.uk

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