

Brantridge School

Brantridge School, Staplefield Place, Staplefield, HAYWARDS HEATH, West Sussex, RH17 6EQ

Inspection dates	07/10/2014 to 09/10/2014	
Overall effectiveness	Good	2
Outcomes for residential pupils	Good	2
Quality of residential provision and care	Good	2
Residential pupils' safety	Good	2
Leadership and management of the residential provision	Good	2

Summary of key findings

The residential provision is good because

- The school's arrangements for ensuring pupils are safe and protected from harm are robust. Designated staff who take the lead in child protection are suitably qualified and experienced. The residential care staff are also suitably trained in dealing with any concerns and identifying any areas of risk. Residential pupils have access to a wide range of adults they talk to if they have a worry or concern. Bullying is very well addressed and if any incidents occur good support systems are in place.
- Outcomes for residential pupils are good. Pupils make good progress in areas of their lives including academic, social and behaviour management. Pupils enjoy participating in activities that give them the opportunity to learn new social skills and as a result increases their self-esteem and confidence. They all leave the school at 13 years old to go onto the next stage of their education.
- Residential pupils receive very good levels of pastoral care. Individual needs are assessed, regularly reviewed and met. Support is provided by an experienced and trained staff team. Pupils enjoy spending time with staff and they develop positive, sensitive and nurturing relationships. They are treated fairly and with respect. This enables them to trust staff and progress without fear. Pupils say they enjoy the residential experience and that the school is 'very good' with staff who they like.
- The senior management team and governing body are well informed of the school's strengths and weaknesses. There is a development plan and this has enabled the school to plan ahead and make significant changes to areas such as behaviour management, the standard of teaching, staff training and improvement in the quality of residential care delivered.
- The school meets the national minimum standards for residential special schools.
- The residential facility is suitably managed and is organised to meet pupil's needs. Senior residential staff regularly monitors practice and use the information to drive forward

continuous improvement.

- Areas for improvement include; continue working towards strengthening the quality of the residential care, re-introduce the peer mediation programme and review the current recording format for accidents so records show more detail.

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

The school was given three hours notice of this inspection. During the inspection all accommodation areas were seen. The inspector had meetings with pupils of all ages. She also took lunch and supper with them. Interviews with key staff were held including the head teacher, the lead staff for child protection and safeguarding, residential care staff, the pastoral team, the school nurse, the premises manager and the human resource manager. The inspector also met with the chair of governors. School policies and procedures, records and boarding routines were scrutinised. Feedback was gained from the local authority designated officer for child protection.

Inspection team

Liz Driver

Lead social care inspector

Full report

Information about this school

The school is a non-maintained residential special school. It is situated close to Haywards Heath in Sussex. It is part of an organisation that runs three schools. The school provides education and care for boys of primary age and two years of secondary age, all of whom have statements of special educational needs. Some children have complex needs including learning disabilities and emotional and behavioural difficulties. The school can provide for up to 41 boys from the age of 6 to 13 years. The majority of boys are weekly boarders with a small number who attend daily. Residential accommodation is located on one site in the main school building. The residential provision was last inspected in May 2013.

What does the school need to do to improve further?

- continue working towards strengthening the quality of the residential care (NMS 15)
- re-ignite the peer mediation programme (NMS 12)
- review the current recording format for accidents so records show more detail. (NMS 3)

Inspection judgements

Outcomes for residential pupils

Good

Outcomes for residential pupils are good.

Residential pupils say they feel very safe at the school and have excellent relationships with staff they can trust.

The residential experience has a positive impact on the lives of pupils with good progress made in areas such as education achievement, personal and social development. Recent changes in the behaviour management practice have resulted in a significant decrease in the number of physical interventions carried out. Much improved teaching enables pupils to make good progress academically.

Pupils benefit from staying overnight in a highly inclusive residential environment. Pupils say they enjoy the residential experience, especially the wide range of activities they can participate in after school. Pupils enjoy an extensive activity programme which includes accessing resources in the local community. Considerable improvements in individual levels of confidence, self esteem and the ability to work as a team have resulted. Pupils are encouraged to experience new activities which results in them successfully achieving in areas previously outside their comfort zone such as learning how to safely participate in group archery lessons provided by a qualified member of staff. Many of the activities are outside and the pupils say they enjoy the outdoor play.

Residential pupils participate in forums where they are able to give their views and opinions. They say their views opinions are valued and that they are listened to.

Pupils are well prepared for transition to the next stage of their education when they leave at the age of 13 years old. Pupils are encouraged to participate in meetings relating to future placements.

The good quality of pre admission assessment identifies and plans for how staff can manage challenging behaviours. Together with the recent change in methods used for managing behaviour, suitable strategies put in place, show the use of physical intervention has been restricted with a continued decrease in the number of incidents recorded during school and residential time. Pupils say they get time out if they are struggling, which helps them to re-engage in education in a more positive manner. Overall pupils continue to make good progress with their behaviour.

Quality of residential provision and care

Good

The quality of residential provision is good.

Residential pupils benefit from being cared for by an experienced staff team who work with clear routines and boundaries and deliver consistent care. This means pupils understand what is expected of them and trust staff to guide and support them. Pupils individual needs are catered for sensitively and this results in fair and equal treatment for all residential pupils. Parents say 'staff really do care and pupils make good progress at the school.'

Pastoral arrangements are a strength of the school. Links between the academic and the residential staff have improved. This ensures that pupils are provided with support both academically and with their personal development. The pastoral care also extends to families and carers where they are invited to join the newly created parents forum. They are also able to

attend training facilitated by the school, for example e-safety.

Residential pupils individual needs are considered from pre admission planning to leaving the school age 13 years old. Effective induction procedures are in place and these support residential pupils to settle into school life quickly. Pupils are encouraged to be involved in decisions made about them and do so with increasing confidence. The school has focused on improving the quality of teaching over the last year, which means pupils are now making better progress across not only education but behaviour management also.

Residential pupils benefit from having placement plans that sets out their specific individual needs and promotes their development. Personalised care plans are detailed and include cultural and religious aspects, conduct, emotional and learning aspects. Plans are implemented and reviewed on a regular basis ensuring any changes are quickly addressed so pupils can benefit from the correct support, and staff can adapt their approach. The newly introduced IT system enables staff to see how pupils progress academically and in care, highlighting trends and patterns to inform staff practice.

Residential pupils enjoy good facilities outside of the school day and staff encourage them to participate in a wide range of activities all risk assessed and supervised by staff. As a result pupils develop well in areas such as personal and social development and this has had a positive impact on their education achievements.

Residential pupils receive good health care from a qualified nurse who is responsible for administering medication and first aid. In her absence, care staff are suitably trained and experienced to deliver this service. Current recording format for accidents however, needs to be reconsidered and reviewed as it lacks depth of detail. Medication administration procedures are sound with a reporting format for medication errors that ensures there is a clear audit system. Health education is covered both in the school and in residential time and covers age related topics such as sex education, peer pressure and safe use of the internet to protect pupils from exploitation

The residential accommodation is of a good standard and pupils say they enjoy the whole experience of staying overnight. Pupils say 'I love it here, staff are great.' The residential accommodation promotes pupils' privacy and independence in line with their age.

The catering provision has changed since the last inspection and is now delivered by an external catering company. This has resulted in pupils receiving an improved provision, with a varied and nutritious range of meals that they enjoy. Meal times are a social occasion and pupils take their meals with staff who are able to encourage good communication and the development of pupils social skills. Any special diets are catered for by the catering team. Residential pupils say the food is lovely and they enjoy it.

Residential pupils' safety

Good

The school's arrangements for ensuring pupils safety is good.

Residential pupils say they have a wide range of adults they talk to if they have a worry or concern, including the independent visitor and key workers. They also have access to a worries or concern leaflet which they complete and discuss with the head of care. The school had implemented a peer mentoring programme which needs to be re-introduced as it had a positive impact on the pupil's understanding of consequences of their behaviours.

Areas such as bullying are very well addressed with low number of bullying incidents occurring, which enables pupils to learn and play in safety without fear. Staff's response to any bullying

issue is quick and robust with parents informed of strategies put in place. Pupils receive an education curriculum around cyber bullying and staff undergo training to ensure they are as up to date as they can be in this ever changing environment. Residential pupil's relationships with staff are such that there is mutual respect for each other. Staff have implemented a new and positive behaviour management programme and as a result, the pupil's behaviour is significantly improving. Pupils are encouraged to be actively involved in the drawing up of behaviour plans which has contributed to the decrease in incidents of poor behaviour and physical interventions. Records relating to physical interventions are well kept and allow for auditing by senior staff. Good procedures are in place for any pupil who may go missing, although the high levels of supervision means this is a very rare occurrence.

Residential pupils are further protected by the school's strong recruitment procedures that ensure all adults are safe to work at the school. There has been no new staff since the last inspection, other than the school nurse who is checked to ensure she has an active nursing registration with the appropriate nursing body. Staff have received appropriate training and know how to respond to any concerns in accordance with the school's safeguarding procedures.. The three members of staff who are designated lead officers for child protection have all received local authority approved training and have developed good working relationships with the local safeguarding agency. Staff follow the local authority procedures for child protection and safeguarding. All parents who have completed Ofsted's 'Parent view' say their child feels safe at the school.

The school provides a secure and safe environment for pupils. All potential hazards are identified and made safe. Health and safety procedures are well organised with gas, electrical and fire safety equipment regularly checked. Pupils participate in regular fire evacuation drills so they are well prepared for any emergency in the event of a fire.

Leadership and management of the residential provision Good

The leadership and management of the school are good.

The senior leadership team is well informed of the school's strengths and weaknesses and has a comprehensive action plan in place to address the weaknesses with a clear aim of driving improvement. The leadership team have the ability and capacity to improve practice with the knowledge that the team need to develop further. The school runs smoothly and pupils are well cared for. Pupils are accorded equal opportunity and say they are treated fairly.

The staff team are informed of the school's aims and how both the academic and residential provision work together to provide a safe community that gives pupils the chance to make changes and to progress. Staff are suitably trained and supported by managers who are experienced in their field which allows them to work effectively with residential pupils. Staff say they enjoy working with the pupils.

All records are kept safely and securely. The introduction of a new data system is enabling the school to improve the recording of the pupil's journey whilst at the school and the progress they make. This is an area the school are working hard to further develop.

The head teacher and governing body have ambitious plans for the school and pupils. In particular, raising expectations about behaviour and attitudes to learning. An independent visitor carries out half termly visits and supplies a written report on the quality of the residential provision to the head teacher and governing body. This allows for senior managers to review the quality of care provided and assist with future development planning.

The school has a complaints policy that, when activated, is managed well. All complaints are

taken seriously with investigations carried out if necessary. The school addresses any actions identified as a result of complaints or investigations.

All required policies are in place and implemented effectively and record keeping is good. This helps to ensure that pupils' welfare is promoted.

The four recommendations made at the last inspection have been suitably addressed. Environmental risk assessments now reflect the risk identified and what has been put in place to minimise the risk. Records show a much improved use of language with more detail of incidents, and fire drill records show the effectiveness of evacuations and highlight if any concerns are raised and what action has been taken. The food provision has been improved with a clear emphasis on healthy eating and using local fresh produce.

All national minimum standards are met.

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	134063
Social care unique reference number	SC042663
DfE registration number	938/7019

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	non- maintained
Number of boarders on roll	15
Gender of boarders	Boys
Age range of boarders	6 to 13
Headteacher	Ms Gina Wagland
Date of previous boarding inspection	14/05/2013
Telephone number	01444 400228
Email address	head@brabtirdge-school.co.uk

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