

Hampden House

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

Inspection dates	09/12/2014 to 11/12/2014	
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 residential experience provides students with equality of access to a range of social, educational and leisure experiences that enhance their development. Students are happy to board and say they have good relationships with the staff team.
- The safeguarding arrangements are sound. Parents and social workers do not raise safety concerns. Students say they feel safe and that bullying is managed well by the staff.
- Staff treat students as individuals, care plans are tailored to individual needs and there are good relationships between the school and families. This helps to provide consistency between home and school and clear boundaries for students.
- The inspection identified a number of shortfalls; lack of policies, weak risk assessment, lack of clear complaints process, no accessible information about the independent visitor, poor recording of action taken following restraint. The shortfalls have not undermined student's wellbeing but have the potential to do so if not addressed.
- The school has suffered from staffing shortages and management changes. This has had an impact on the functioning of the school. However, robust interim arrangements are in place and recruitment is underway. Current managers have a good understanding of the weaknesses of the school and have action plans in place to address them.

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

This welfare only inspection was carried out three hours after it was announced. It included inspection of the residential provision, scrutiny of documents, discussion with staff and governors and calls to parents and social workers. The inspector met with students and observed practice within the residential setting. There were no on-line surveys or Parent View survey responses to inform this inspection.

Inspection team

Louisa Bayley

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 18 boys aged between 10 and 14 years, 12 residential and a further six day pupils. Residential students reside at the school for up to 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 students 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?

- Include the names of participants and the times of fire evacuation drills and conduct evacuations in line with the fire policy; closing off random exits in pre-planned evacuations.
- Implement and make accessible individual behaviour management plans that reflect the strategies to be used with each student and update the plans following incidents.
- Ensure that risk assessments provide clear information on specific risks and give clear strategies to reduce the level of risk.
- **The school must meet the following national minimum standards for residential special schools.**
 - The school identifies at least one person other than a parent, outside the residential and teaching staff, who children may contact directly about personal problems or concerns at the school. The school ensures that children know who this person is, and how to contact them. Children are also provided with one or more appropriate helpline(s) or outside contact numbers, including the Children's Rights Director, to ring in case of problems or distress. (NMS 2.2)
 - The school has, and implements, appropriate policies for the care of children who are unwell. These include first aid, care of those with chronic conditions and disabilities, administration of medicines and dealing with medical emergencies. (NMS 3.6)
 - 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)
 - The policy complies with relevant legislation and guidance and is understood by staff and children (as referenced in 'Residential Special Schools National Minimum Standards'). (NMS 12.2)
 - 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)
 - Where only one member of staff is on duty at any time, a risk assessment has

been carried out and recorded in writing, identifying any likely risks to children, staff and members of the public. (NMS 15.10)

- The school has, and follows, an appropriate policy on responding to complaints that is compliant with the relevant regulatory requirements (as referenced in 'Residential Special Schools National Minimum Standards'). (NMS 18)
- New staff undertake the Children's Workforce Development Council's induction, beginning within 7 working days of starting their employment and completing training within 6 months. (NMS 19.3)

Inspection judgements

Outcomes for residential pupils

Adequate

The outcomes for residential students are adequate. Students develop their social interactions as a result of the opportunities they have during residential time. They build positive relationships with staff. Some peer relationships are difficult, with some negative interactions that lead to poor behaviour. However, case studies demonstrate the positive impact the school has had for some students. This includes a significant reduction in bullying behaviour over the students' time at the school.

Students are developing independence skills as a result of their residential experience. They undertake household tasks, such as making their beds, clearing the meal table, tidying their bedrooms and volunteering for additional chores. These skills will benefit the students at home and later on, when they become independent adults.

Students develop their self-esteem and confidence because they have individual targets, staff support and clear incentives. They benefit from positive reinforcement and clear boundaries. A student said: 'When you are good, you get praised. It means you know you have done well.'

Students enjoy being in residence. They engage in activities, both within and outside of school. Students enjoy boxing, football, swimming, cinema trips, playing in the park, board games and arts and crafts. This supports them to develop skills such as turn taking, team play and developing their awareness of socially acceptable behaviour. Additionally, they contribute to fund raising events, which raises their awareness of the needs of others in the wider community.

Students attend daily meetings after school; they are able to feedback how they feel their day has been and request the activities they would like to do. Students also contribute to their care plans to reflect their likes and dislikes. There are regular opportunities to express their wishes. They say they feel listened to and their suggestions are acted upon.

Students access the health services they need. They have regular consultations with a counsellor who visits the school and they access a range of services in line with their individual needs. Some students have made progress in reducing their medication as they develop the skills to manage their behaviour effectively.

Many students are placed in the school as a result of permanent exclusion from previous educational placements and significant behavioural concerns. Educational outcomes include increased attendance and engagement. Some students have made educational progress to levels above national expectations. Students who move on benefit from well-structured transitions to new educational placements. They feel supported by staff and make adjustments well, through a gradual process of mainstream reintegration.

Quality of residential provision and care

Adequate

The quality of the residential provision and care is adequate. There is a good level of support for students to enable a smooth transition into residence. Pre-admission information gathering is robust; home visits and residential induction provide students and parents with a gradual introduction. There are good links between academic and residential staff. Good communication and consistency of approach is promoted through comprehensive information sharing.

There is no clear information about the independent visitor for students to contact directly. This does not support students to raise concerns with an adult other than school staff or parents.

The majority of parents are positive about the care provided. One parent said: 'I cannot fault the staff, they are lovely.' Another said: 'The staff really are tremendous.'

Staff prepare good quality care plans, drawn up from information gathered pre-admission. Students and their parents contribute to care planning. This helps to ensure students have opportunities to express their wishes about the care they receive.

Staff provide a range of activities, based on students likes and preferences and aimed at skill and confidence development. Community based activities support peer interaction and socialisation.

There are sound arrangements in place to promote students' health. Staff work collaboratively with parents to help facilitate health appointments. Staff promote physical activity and support students to make healthy food choices. The arrangements for the storage, recording and administration of medication are robust. However, there is no first aid or administration of medication policy.

The catering arrangements are good. Students say they enjoy the food. It is plentiful, much of it is homemade and ingredients are locally sourced. The catering staff work hard to accommodate likes and preferences. This helps students to feel nurtured and cared for.

The residential provision is well equipped and adequately furnished. Students have their own rooms which they can personalise. They have lockers to keep their belongings safe and have electronic entry to their rooms. This promotes their privacy.

Students have good contact with their families while they away from home. They can make regular telephone contact and families visit the school for organised events. A parent said: 'They have been brilliant, he can call whenever he wants, they call me if he has any worries.'

Residential pupils' safety

Adequate

Residential students' safety is adequate. Managers operate safe recruitment processes to reduce the risk of unsuitable adults working in the school.

Students say they feel safe. Bullying does occur but is reported by students to be dealt with well. They say there are consequences for bullying and they feel confident in reporting any issues.

There are clear safeguarding processes in place. Staff understand the policies and procedures and follow them. Staff understand that safeguarding extends to e-safety, physical safety and promoting students' emotional wellbeing. Staff work with external agencies to support families. This contributes to supporting families to move out of child protection proceedings.

There are lone working risk assessments in place. However, they do not reflect the risk of allegations. Individual risk assessments are weak and non-specific. This does not provide clear guidance for staff.

Students do not frequently go missing, however, this has occurred. Staff demonstrate knowledge and understanding of the procedures to follow and work in line with local authority guidance. This helps to safeguard students.

There are clear systems in place to praise positive behaviour. The students say sanctions are fair and help them to improve their behaviour. Restraint is used as a last resort to prevent injury or significant damage to property. Students say staff ask them for their views following incidents. However, their views are not recorded. Consequently, there is no way to review these debriefs in the event a student raises a concern at a later date.

There is a positive handling and behaviour management policy in place. However, staff do not follow the guidance in the policy to complete and update individual behaviour management plans following incidents. This does not support staff to reflect on and implement the most effective behaviour management strategies. Additionally, the policy does not detail the disciplinary sanctions used in the school, as required by the national minimum standards.

The environment is physically safe and checks are in place. However, there is no record of staff and student names or the times of evacuations. This means it is difficult to establish that all staff and students have participated in a fire evacuation. Additionally, staff do not follow the fire policy in respect of blocking off random exits during planned drills.

Leadership and management of the residential provision Adequate

Leadership and management of the residential provision is adequate. The boarding aims are clear, set out in policy and available for parents to view. The aims are translated into practice; staff provide a nurturing and caring environment with individualised and targeted care.

The residential provision has suffered from changes in leadership and staff shortages. There are interim arrangements in place while recruitment is underway. However, routines are clear and there is a good link between residence and education.

Staff say they feel well supported by their managers and cite the acting head teacher as particularly supportive. Managers provide regular supervision and annual appraisal. All residential staff that are not in their probationary period have a level three qualification or equivalent. Staff access the training they need to support them to carry out their roles effectively. New staff do not undertake the prescribed induction as required in the national minimum standards.

There is comprehensive independent monitoring by the external visitor. This provides managers with clear actions to address identified shortfalls. Managers have action plans in place, demonstrating awareness of the areas for development in the school.

The ethos of promoting equality for students is embedded in the culture of the school. Staff ensure that individuals are not disadvantaged because of the challenges they face. Staff accommodate individual needs, such as an interpreter, to promote access to all opportunities.

A number of policies, including complaints, first aid and the administration of medication could not be located during the inspection. The behaviour policy does not include disciplinary sanctions. Therefore, there are shortfalls in this area.

The absence of a complaints policy means it is not possible to establish the procedures that should be in place. Students do know how to complain. Staff do not respond to complaints in writing, therefore students only have verbal feedback. One complaint has no response at all. This does not provide students with consistency and undermines the value of having a complaints process.

Parents, carers and social workers say there is good communication with the school. Parents welcome the opportunity to attend events at the school, with several offered during the term.

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	Maintained residential special school
Number of boarders on roll	9
Gender of boarders	Boys
Age range of boarders	10 to 14
Headteacher	Mr A Chidwick
Date of previous boarding inspection	28/03/2014
Telephone number	01787 373583
Email address	grahamalcock@hampdenhouse.net

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