

Bramfield House School

Bramfield House School, Walpole Road, Bramfield, Halesworth, Suffolk, IP19 9AB

Inspection dates	09/12/2014 to 11/12/2014	
Overall effectiveness	Good	2
Outcomes for residential pupils	Outstanding	1
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

- Residential pupils make extremely good progress in all areas of development and learning. The residential experience provides pupils with many opportunities and valuable experiences. Pupils thoroughly enjoy boarding and have extremely good relationships with the staff team.
- Safeguarding pupils is given a high priority throughout the school. Pupils say that they feel safe and staff minimise any bullying incidents. The records of behavioural incidents show interventions require more thought. Consistent behaviour management and a safe physical environment supports pupil's safety.
- Staff know pupils well and support them as individuals; care planning is tailored uniquely to pupil's individual needs. Health needs are identified and catered for comprehensively by the school nurse.
- Feedback from parents, pupils and staff regarding the residential provision is unanimously positive. Parents and pupils truly value the residential experience and the positive impact this has made on their lives.
- The residential provision is effectively managed and organised, recent changes have promoted better communication throughout the school. There is a commitment to implement the development plans for the overdue refurbishment of the gymnasium and upgrade of the sleeping accommodation.

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 inspection of the residential provision, took place within four hours of notice by telephone to the head of the school. The inspection covered both boarding houses. Activities undertaken included meeting with; residential pupils, the staff, the head teacher, deputy head teacher, administrative staff and parents. Telephone discussions and observations of the premises, activities, meal times and residential routines informed the inspection. Documents, records, monitoring reports and policies were scrutinised. At the time of inspection there were no parent view responses or pupil responses to Ofsted Surveys about the school.

Inspection team

Deirdra Keating

Lead social care inspector

Full report

Information about this school

Bramfield House School is situated in a rural setting on the outskirts of the village of Bramfield in Suffolk. The school premises include the Main House, with a residential area for Years 3 to 10, and the main offices, Istock House, which is a semi-independent residential provision for Year 11 and a range of separate buildings used for teaching and recreation. The school is set in 10 acres of grounds which are used for recreation and learning. The school also has its own swimming pool.

Bramfield House School is an independent special school providing education and care for young people aged from 7 to 18 with special educational needs including emotional, social and behavioural difficulties. It offers weekly boarding for up to 45 boys, with a total school capacity of 74 pupils. Presently there are 33 residential pupils and 40 day pupils. The majority of boys are resident for a maximum of four nights from Monday to Thursday. It is part of the Acorn Care and Education Group. The school was last inspected in September 2013.

What does the school need to do to improve further?

- Implement the development plan to refurbish the gymnasium
- Develop the record of behavioural consequence to include pupil's views following the debrief of a behavioural intervention.
- Consider the bedroom refurbishment plan to provide pupils with private bedside space within the bedrooms

Inspection judgements

Outcomes for residential pupils

Outstanding

Residential pupils have excellent relationships with staff. They enjoy quality one to one time and benefit from an exciting range of evening activities with the staff. Pupils thoroughly enjoy the residential experience; they feel comfortable, respect one another and feel valued.

Pupils develop increased self-confidence and esteem as a result of staying at the school. A wide range of different opportunities enables them to develop new skills. Pupils regularly meet with staff and discuss what they would like to do. Their views are valued and used to inform activities and menus. Trips include; visiting Wembley Stadium, skiing, theme parks and visiting places of historical interest. These opportunities broaden pupil's horizons and increase self-confidence. This has impacted positively on family relationships. One parent said; Family life is more enjoyable since he has been at the school. Another said; 'I'm so happy with what they have done for my son in the time he has been there, they have really changed him in lots of ways.'

Pupils benefit from active and healthy lifestyles. They make full use of the extensive grounds and regularly enjoy team games, swimming and use of the gym. Pupils visit the local heritage coast and benefit from the surrounding rural countryside. High quality freshly prepared food is a highlight of the school day. Regular consultation ensures pupil's likes and dislikes are balanced with healthy nutritious options. Pupils eagerly anticipate meals and eat them with enthusiasm. A wide range of tasty meal options encourages pupils to expand their palettes. Residential pupils learn how to manage their own medication teaching them to how to take responsibility for their health needs.

Pupils take an active interest in the residential provision. Pupils spoken to all name several staff they could approach with concerns. Staff are open and accessible giving pupil's ample opportunities to share their views and feelings about the school.

Pupils are extremely well prepared for transition from the school. Ibstock house promotes and develops pupil's independence. Pupils are supported to; attend college interviews, use public transport, prepare meals, cook and budget. Staff skilfully scaffold pupil's learning, building essential adult life skills.

Quality of residential provision and care

Good

The residential provision is integral to the school. Good systems of communication between academic staff and care staff enable pupils to identify barriers to learning and overcome difficulties. This supports pupils to positively manage their behaviours and make academic progress.

Relationships between pupils and staff are good. Staff are proactive in the promotion of pupil's individual choice. Staff promote stimulating activities and offer pupils a wide range of new experiences. These include community based activities such as; football training, climbing, sailing and golf.

Pupils benefit from the expertise of a full time school nurse. This supports pupil's specific health needs and provides an extra confidant and safeguard for pupils. New health plans have been combined with care plans giving staff clear guidance in how to support pupil's specific health needs.

School catering is superb. Food is sourced locally and is of very good quality. It is prepared from raw ingredients by a highly competent chef and presented with flair and imagination. Meals are

prepared in an organised and hygienic kitchen. Pupils benefit from appetising meal choices that are healthy and nutritionally balanced.

Staff have a good rapport with parents. Communication is open and parents say that they feel at ease to contact the school. Pupils are provided with access to a telephone and this ensures they can always contact their families throughout the week.

The school is large and offers pupils ample space for communal living. The building has history and atmosphere combined with a warm welcoming appeal. Bedrooms are comfortable and clean, although, several pupils share large bedroom resulting in little privacy. This can exacerbate tensions between pupils.

Semi-independent living areas are equipped to a high standard, with good resources that enable the pupils to develop their domestic skills in a communal environment. The school sits in surrounding grounds in the heart of the countryside. Facilities include sport pitches, a swimming pool and a gymnasium, although the gymnasium building is tired and modernisation is overdue.

Residential pupils' safety

Good

The recruitment of staff is safe and procedures are established and robust. Comprehensive checks are in place and supporting documentation provides evidence of thorough checks for new staff. This ensures that all adults in the school undergo rigorous pre-employment checks ensuring staff are safe and suitable to work with pupils.

Safeguarding pupils is given a high priority and profile throughout the school. Four designated safeguarding staff are trained and clearly identified. Safeguarding referrals are managed well by trained staff. Feedback from the Local Authority Designated Officer confirms that the school have an appropriate focus on pupil's welfare and are responsive to their needs. This safeguards pupils and ensures their wellbeing and safety.

Pupil's behaviour is good, they are polite and confident. The majority of pupils treat one another with respect. They know how to treat visitors, have good meal time etiquette and show an agreed understanding of the school rules. Older pupils are calm and amicable with one another and behavioural incidents are minimal. There are some bullying incidents which are closely monitored. Analysis of data has identified potential hotspots that staff respond to proactively reducing the number of bullying incidents.

Staff promote consistent behaviour management that takes a holistic view of pupil's lives. The record of behavioural consequences is detailed, although pupil's views are not recorded and many sanctions are the same. The options are not always given wide enough consideration which may not help individual pupils learn from their behaviours.

The environment is safe and secure. Good maintenance of school buildings and regular service appliances supports pupil's safety. Fire prevention equipment is checked by the fire service and drills are regularly conducted. This ensures pupils know how to respond in the event of a fire. Local amenities are checked prior to trips out and pupils have individual risk assessments on file. This ensures potential risks are identified and pupil's safety is given priority.

Leadership and management of the residential provision

Good

The aims of the residential provision are understood by staff and evident in practice. A restructure of staff roles has resulted in changes to deployment of staff. New arrangements provide pupils with the same staff throughout the whole school day. This supports continuity of

care and consistent behaviour management, providing better quality of care for pupils.

The staff team are established and experienced. Staff are dedicated and genuine in their care and support of pupils. The staff training record shows that staff are qualified for their roles and training needs are identified annually. A good range of mandatory training courses ensure staff are prepared to manage a diverse range of pupil's individual needs.

An independent visitor monitors the school regularly. Visits are at times unannounced and actions raised are addressed at the next visit. This helps identify areas that require action helping the school to improve.

There have been two external complaints made about the residential provision since the last inspection. These have been processed using the complaints procedure which pupils also know how to use. Pupils spoken to all say that the management team are approachable and available. Open communication is actively encouraged giving pupil's confidence in raising grumbles or concerns.

Parents and professionals highlight communication with school as very good. This keeps them informed of pupil's progress and ensures they are aware of any concerns. Parents say that they feel welcomed into the school, key staff are always available for consultation and the school considers their feedback and views. This helps parents feel valued building a good parent partnership.

Pupil's personal records are detailed and reviewed regularly. These build a diverse picture of pupil's lives. Records are stored securely promoting pupil's confidentiality. Staff strive to afford each pupil equal opportunity and benefit from new experiences that build their expectation and aspirations for the future.

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	124879
Social care unique reference number	SC024575
DfE registration number	935/6036

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	33
Gender of boarders	Boys
Age range of boarders	
Headteacher	Mrs Dee Jennings
Date of previous boarding inspection	24/09/2013
Telephone number	01986 784235
Email address	info@bramfieldhouse.co.uk

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