

Ingfield Manor School

Ingfield Manor School, Ingfield Manor Drive, Five Oaks, Billingshurst, West Sussex, RH14 9AX

Inspection dates	20/01/2015 to 22/01/2015	
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

- Residential students receive outstanding levels of care and support in a comfortable, stimulating, child focussed environment that meets their individual complex and physical needs. This results in students experiencing positive outcomes in all areas of their lives.
- Residential students benefit from living in a safe environment where they feel secure and at ease. A multi-skilled staff team who work with them both in school and in residency, provide a high quality consistency of care, which students and parents are reassured by.
- The complex health needs of residential students are well managed and catered for by the multi-disciplinary team of health professionals employed by the school.
- Residential students live in an environment which is inclusive and non-judgemental. Students views help to shape the ethos and culture of residency, where achievement is celebrated. The promotion of equality and diversity is strong and disability is not viewed as a barrier to experiencing a full, enriching lifestyle.
- Residential students benefit from a strong, experienced, hierarchal and child-focussed management team who have high aspirations and expectations for them. Consistent monitoring, coupled with regular evaluation and assessment of practice, allows for development and improvements to be made, resulting in improved outcomes for residential students.
- The school is invited to consider bringing in pharmaceutical oversight to independently review and advise on all aspects of the schools current arrangements regarding the handling, storage and administering medication.

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

Inspection team

Graham Robinson

Lead social care inspector

Full report

Information about this school

Ingfield Manor is a day and residential non-maintained special school for children between the ages of three and 19 years. Ingfield Manor provides an educational service to children with neurological motor impairments like cerebral palsy and associated impairments. Many of the children have additional complex medical conditions. Support is delivered through conductive education and the school has a long association with the Peto Institute. Most students board on a 'flexi' basis and have short stays at the school. Others, who board on a weekly basis, return home at weekends. The school is part of Scope.

What does the school need to do to improve further?

- Consider introducing pharmaceutical oversight to independently review and advise on all aspects of the schools current arrangements regarding the handling, storage and administering medication.

Inspection judgements

Outcomes for residential pupils

Outstanding

Outcomes for residential students are outstanding. The residential provision is a pivotal and well integrated component of the schools 24 hour curriculum. Students enjoy their time spent in the residential provision where they develop strong bonds with staff and friendships with other students. Maximising each students independence skills as they journey towards transition is a particular strength. A dedicated, multi-skilled staff team, who overlap from school time into the residential provision, provide students with a consistency of care.

Residential students are cared for by a highly motivated team of staff who are experienced and well trained. As a result, strong bonds of trust develop between staff, students and their parents. These strong, trusting relationships contribute significantly to residential students prospering socially, emotionally, physically and educationally.

The positive responses received from parents throughout the inspection support this view. For example, a parent writes; 'I trust the staff. My son is very aware of his vulnerability and the school nurses always keep him safe and keep an eye on him. I am very grateful to all the staff that care for him.' Another parent in response to a question about communication writes; 'We are very impressed with the response we receive. Our son is very happy at Ingfield and absolutely loves being at school. His confidence, maturity and personality are blossoming and he has very strong bonds with his peers and staff.'

Consultation between staff and residential students is a particular area of strength and is built into the working practices of the residential provision. For example, all students, whatever their disability and level of communication are constantly asked to make choices about a range of things, such as what food they wish to eat, how they want it presented through to who will assist them with their personal care.

The school also has more formal forums set up for consultation, such as the school council and the recently formed student voice. Both have representation from residential students. Students are encouraged and given opportunities to make significant contributions towards the functioning of the school and its residential provision. For example, residential students ideas and choices were included during the re-organisation and recent refurbishment of the dining room. Following a consultation process, students have produced a series of questions they wish to be included as part of the on-going recruitment for a new headteacher. This gives students a sense of purpose, responsibility and a feeling of worth. It also demonstrates that their views and opinions do matter and are valued.

Residential students enjoy the experience of being in a calm, well-ordered and safe environment. The behaviour of residential students throughout the inspection was observed as excellent. Students look forward to the time they spend in residence where everyone treats each other respectfully and in a friendly manner. For example, with more able students spontaneously sitting with those less able, helping them to read. The residential provision creates an environment where everyone helps each other and individuality is fully respected.

Developing life-skills and becoming more independent is at the centre of the residential provision's function. High staffing levels allow for one to one care to take place, where students abilities are maximised in the quest to develop their practical skills. Residential students have targets set for them which are fully evaluated at regular periods. As students move towards transition, staff were seen to advocate strongly on their behalf, as the move towards adult services was being arranged. For example, staff negotiate strongly and will work flexibly with other agencies, to ensure the correct levels of support are in place for when students move on.

This is recognised and appreciated by parents. For example, the parents of a student who is approaching transition into adult services told the inspector that their child; 'has made excellent progress in maximising her potential. The school have done a brilliant job. Not just in educating our daughter but in the way they have turned her into a sociable young lady. We will always be grateful to the school for the support they have given to us and our daughter.'

Quality of residential provision and care

Outstanding

Residential students receive an outstanding quality of care. Examples of this were observed throughout the inspection, backed up by the positive comments received from residential students and parents. For example, the early morning routine is well organised and co-ordinated to ensure the complex, individual needs of each student are met. This includes getting up, dressed and bathed. Nursing staff are on hand to administer medication and check the general health needs of students. Breakfast is a calm, social, unhurried occasion, interspersed with lots of laughter and appropriate humour. The communication levels between staff to staff and staff to student are excellent with all individual needs, no matter how complex or time-consuming, being fully met.

Parents and students recognise and appreciate the outstanding quality of care they receive. For example, the parents of one student say; 'There is always enough time to talk things through. My daughter would not be the confident, happy person she is due to the help and progress made with her speech, which is outstanding. There is an astonishingly good level of expertise in the staff who recognise and understand her needs.' A residential student when discussing staff says; 'They care for me. Being resident gives me a lot, I think its brilliant. I love it because I can chill with my friends.'

Residential students thrive and prosper in a safe, supportive and nurturing environment. Individual needs are clearly identified and included in a range of comprehensive plans, strategies, reports and risk assessments, which identify vulnerability. All documents associated with these areas are revised and updated regularly, which keeps them current. When read collectively, these detailed, high quality documents give an excellent insight into the journey being taken by residential students, highlighting their achievements and successes, as well as areas that still need to be addressed. Pupils cultural, religious and identity needs are reflected fully in these documents.

The health needs of residential students are being promoted positively, which is an area of particular strength. All appropriate health information supplied by parents transfers into each student's planning documentation, which is updated regularly. The school employs its own nursing team who oversee health matters and work cohesively with other staff to ensure health needs are being monitored and met. In addition the school also has other specialist staff as part of its multi-disciplinary team such as; occupational therapists, physiotherapists and speech therapists. The school also buys in the services of a dietician who visits regularly. The level of expertise contained in the staff group who work directly with students, reflect the complexities and needs student have regarding their health and well-being.

Nursing staff have a pivotal and supportive role with other colleagues from the staff teams who work directly with residential students. For example, in providing training, overseeing and advising on health matters, as well as taking responsibility for the overall management, organisation and administration of medication. This along with the experience and dedication of other staff, ensures students receive outstanding levels of health care. However, one area has been identified for potential improvement. This links to bringing in pharmaceutical oversight to independently review and advise on all aspects of the school's current arrangements regarding the handling, storage and administering medication.

Promoting a healthy lifestyle forms a vital core of the residential experience. For example, general health and fitness levels are addressed with students participating in a wide range of group activities, individual interests and leisure pursuits. Care is taken to produce nutritional and well balanced menus, based on the individual and often complex needs students may have. For example, with the texture and in the way food is prepared and presented to students.

Dietary needs are varied, but are fully catered for due to the excellent knowledge, and high levels of communication that exist both internally within the school and externally with parents. The views of residential students are gathered when menus are planned, with choices being available to them for each meal. Students are encouraged to try unfamiliar foods, appreciate different cultures and try international cuisine, with festivals and religious events celebrated. Feedback received from residential students regarding the choice, quality and quantity of food served is positive.

The residential provision is located in the main building. However it is secured appropriately which ensures only residential students have access. Since the previous inspection, the arrangements for residential students dining have changed following the refurbishment of the adjacent dining room, which is now used for each meal taken out of school hours. The state of repair, along with the overall quality of décor, furnishings, fixtures, fittings and equipment is excellent. Residential students are comfortable and at ease in an environment that is conducive to meeting their needs. For example, many were observed moving freely around the residential provision in their wheelchairs. Bed occupancy can change nightly, but staff are diligent in ensuring that rooms are personalised as much as possible so that students feel comfortable. This is achieved with posters, photographs, bedding and by encouraging students to bring certain personal possessions with them.

The ethos, culture and working practices on which the residential provision operates, build on trust and the strong relationships that develop with both residential students and their parents. Individuality and varying cultures are fully accepted into a highly integrated society. This is appreciated by students who enjoy their time in residence. One summed this feeling up by describing the residential provision as her second home. Another says; 'I think this school is the best and I will be sorry to leave.'

Feedback from parents regarding the quality of care is consistently positive. They acknowledge the extra effort staff make to ensure the best is available for their child. They recognise that disability is not viewed as a barrier to stopping any student from engaging in a full, active and fulfilling lifestyle. A parent confirms this when describing the care her daughter receives; 'The support of her emotional needs as well as physical needs is very good. Staff will go that extra mile. For example, in facilitating her therapy sessions away from the school by transporting her and then waiting while session takes place before bringing her back to school.' The parents of another residential student told the inspector; 'The school gets 10 out of 10 from us. Its outstanding in all aspects.'

Residential pupils' safety

Outstanding

The arrangements to keep residential students safe remains outstanding. An experienced, well trained staff group who receive refresher training annually, are able to demonstrate their understanding of their role and responsibilities to keep students safe. The school retains excellent links with external agencies that are tasked with keeping children safe. There is evidence to show that any issues of a potential safeguarding nature are being referred appropriately and in a timely manner to external agencies. SCOPE's own external safeguarding team oversee the school, providing professional advice and training. This ensures the schools own staff are updated regularly on current thinking, practice and trends which are ever changing.

Behaviour management regarding challenging and disruptive behaviour is not a live issue within the residential provision. Students are well behaved and supportive of each other. No concerns about bullying were shared either by parents or residential pupils. The residential provision has a non-punitive and pro-active approach to behaviour management. Incidents of students being restrained, going missing or being punished for misdemeanour do not feature in the history of the residential provision. However, respect, tolerance and support of each other, is a feature of daily life for residential students.

The school has robust clearance and recruitment procedures in place. This covers both permanent and voluntary staff. Longer serving, permanent staff are being re-checked every 3 years. Visitors to the school are checked as they enter the premises and monitored appropriately. As a result, this ensures students are only being looked after by people who have been deemed as being suitable.

Residential pupils are protected with a range of risk assessments that identify hazards both in and away from the school campus. Pupils participate in regular fire drills which allows them to exit the building safely. Each residential student have their own personal emergency evacuation plan. Checks to maintain a safe environment are on-going, with appropriate service contracts in place to ensure equipment is well maintained and safe.

Leadership and management of the residential provision Outstanding

Currently the headteacher is acting in a temporary capacity, pending the appointment of a new permanent headteacher. However, this has had no detrimental affect on any aspect of the residential provision. The acting head is experienced and has been in the school for some years in a senior capacity. She has an excellent working partnership with the head of care who is well qualified and been in post for some years. The organisation and management of the residential provision is outstanding.

This is reflected in a range of new initiatives and improvements made to the residential provision since the previous inspection. For example, with the introduction of a new profile page completed by or on behalf of students, that now accompanies each students pupil support plan. This was introduced as a direct response to an area to improve further, identified at the previous inspection.

Other positive changes include; revised arrangements for residential students with regard to them now taking their meals during non-school hours in the completely refurbished dining room. The introduction of a night-time communication sheet, giving waking staff improved information on how to communicate with individual students should they wake during the night. These and other initiatives reflect the ability and willingness of the residential provision to review and evaluate practice, with the intention of moving forward so that outcomes for residential students improves.

Staff whose work patterns take them into the residential provision, acknowledge they receive excellent support. High demands are made of them which is reflected in the detailed supervision and appraisal programmes which are on-going. This is underpinned by the high levels of daily communication that take place consistently. In addition, the school has an active, core staff training programme which is refreshed at regular intervals. Individual training needs are identified for staff through appraisal. This ensures staff are well trained to meet the complex and changing needs of the residential students entrusted to their care.

Both the internal and external arrangements for monitoring the residential provision are excellent. External visits take place twice termly, some announced and others unannounced. Detailed

reports are produced which are evaluative and detailed. These, along with the internal monitoring activities undertaken by senior staff are used effectively to improve practice. For example, reports review performance and identify areas for improvements, which are used for future planning. Residential students contribute to the monitoring process and can discuss their views.

Feedback regarding the residential provision from parents and students is positive. Parents recognise and appreciate that when in the provision, their child is in an environment that is safe, supportive and child-centred. Students enjoy and contribute positively to the residential provision which provides them with enjoyable experiences. It also helps to prepare and arm them with appropriate skills which both facilitate greater independence and develop social skills. A response received from a parent encapsulates the feelings of others when she says; 'This school is simply amazing. They are meeting all my son's needs and he is making remarkable progress in all areas of his life.'

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	135814
Social care unique reference number	SC014584
DfE registration number	938/7023

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	20
Gender of boarders	Mixed
Age range of boarders	11 to 19
Headteacher	Mrs Hazel Darby
Date of previous boarding inspection	08/11/2013
Telephone number	01403 782294
Email address	ingfield.manor@scope.org.uk

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