

Lakeside School

Lakeside School, Winchester Road, Chandler's Ford, EASTLEIGH, Hampshire, SO53 2DW

Inspection dates	03/03/2015 to 05/03/2015
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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

- Arrangements for ensuring the safety and well-being of pupils are strong with practice that is supported by robust policies and procedures. As a result, residential pupils receive high quality care and protection.
- The pupils benefit from the residential experience. The residential experience has a highly positive impact on pupils' educational and social development. Parental feedback is hugely complementary about the difference the residential provision makes to their children and families.
- The school promotes equality and diversity and has a respect for others ethos. Bullying is effectively managed with a whole school approach to raising awareness of unacceptable behaviours.
- Challenging behaviours are extremely well managed, with many pupils recognising the progress they have made since being at the school. Behaviour management focuses on positive intervention. The numbers of physical intervention have decreased significantly.
- Previous non-school attenders now attend daily. They enjoy the school and residential experience and make excellent progress taking their starting points into account. In addition to making progress academically they also progress extremely well in learning appropriate life skills. Pupils are able to focus on their future with confidence.
- The pupils voice is at the heart of all aspects of the school, including active involvement in the school council and contributing to their care plans. Staff have a great depth of knowledge about each individual pupil and are sensitive to the challenges faced daily by the pupils.
- A strength of the school is the celebration of friendship, diversity and engaging pupils in fundraising. Pupils enjoy being part of decision making and embrace the opportunities to help others.
- leadership and management of the residential provision is highly effective. Senior and

middle managers know the school's strengths and the areas for development.

- All national minimum standards are fully met and in some cases exceeded.

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 members were held including the head teacher, the lead staff for child protection and safeguarding, residential care staff, the head of care, the service manager, the catering 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. Parent view was also examined although there were no entries in the last 12 months. The school's own parental questionnaires were viewed in addition to telephone calls made to parents and social workers during the inspection.

Inspection team

Liz Driver

Lead social care inspector

Full report

Information about this school

Lakeside School is a maintained local authority day and residential special school for boys aged between 11 and 16 years, who have emotional, behavioural, and/or social difficulties. Many have associated disabilities including autism and Attention Deficit and Hyperactivity Disorder. The school can accommodate 78 pupils with 18 weekly residential pupils, boarding four nights per week Monday to Thursday. At the time of inspection there were 17 residential pupils. The boarding house, which is split in two, is located on the school campus. The boarding provision was last inspected in November 2013.

What does the school need to do to improve further?

- consider making available a photograph of the independent visitor so residential pupils can easily identify this individual

Inspection judgements

Outcomes for residential pupils

Outstanding

Pupils make excellent progress at this school and benefit greatly from the residential experience. Considering their starting points, pupils make exceptional progress in areas such as educational attendance and achievement. Many previous non-school attenders now attend school daily and enjoy the experience. Pupils also make excellent progress in managing their challenging behaviours. They acknowledge the progress they have made. Parents comment positively about the school with comments such as 'the school is amazing, it has made such a difference to my child's future and our family life, my child is happy now'.

Residential pupils develop excellent constructive relationships with the staff team who provide high levels of support so pupils can learn to live with their peers successfully. Behaviours improve because of effective behaviour management practice and strategies in place. Staff are respectful and treat pupils as individuals. The school's ethos is that all pupils have something to offer. Pupils trust staff and warm to the support they provide. Staff are good role models and engage with pupils sensitively and professionally with high expectations. Residential pupils' self-esteem and confidence develops enormously as a result of the residential provision.

Pupils thoroughly enjoy the wide range of activities on offer both on and off site such as outdoor adventure sports including water sports, cycling and swimming. Pupils are stretched as they engage in activities they may not otherwise do. This gives them a great sense of achievement. Staff reflect on all activities undertaken and analyse behaviours whilst participating in the activities that informs future activity planning. The extensive activity programme allows pupils to feel part of the wider community, develop new skills and build on their self-esteem with confidence. In addition to activities offered, pupils are also able to take part in regular charitable events. Pupils enthusiastically raise monies for local, national and international charities. Visits overseas include a trip in 2014 to Africa where pupils volunteered in an orphanage. This also has a positive impact on pupil's lives and adds to their understanding of world events.

Residential pupils make very good progress in acquiring appropriate life skills and preparation for adult life. They successfully engage in independence programmes that support pupils in learning daily living skills such as cooking and cleaning. Pupils are well prepared for successful transitions.

Overall the residential provision results in improved educational attendance, improved behaviours and improved social skills.

Quality of residential provision and care

Outstanding

The quality of the residential provision is outstanding. Residential pupils benefit from care delivered by staff who are led by an effective senior and middle management team. Individual needs are consistently met to a high standard. Parents and social workers confirm the high standards of care delivered.

Pastoral care is exceptional. The staff team know the pupils extremely well and deliver sensitive and professional care. Pupils respond very well to the supportive and nurturing approach. Individual physical, emotional and mental health needs are highlighted in pupil's records and allow staff to deliver consistent care. The staff are very well informed of residential pupil's health requirements. Pupils are encouraged to lead healthy lifestyles and receive sensitive and well planned guidance regarding health issues. In addition, they are supported by an outstanding personal, social and health education programme delivered as part of the academic timetable. Residential staff support the school programme and continue the focus in the residential time. Pupils actively engage in health promotion, for example participating in poster competitions

around bullying, relationships, drug misuse and alcohol. Residential staff have excellent links with external agencies such as child and adolescent mental health services (CAMHS). Arrangements for the administration of medication are very robust and safe. A large number of trained staff deliver first aid. The school social worker who undertakes home visits and family support also supports pastoral care. This has a positive impact on the pupil's ability to be in school and engagement in education.

The care provision is integrated across education and residential. The multi-disciplinary approach ensures pupils receive the correct input from the most appropriate professional. There are successful links between residential and academic staff through formal daily meetings and informal communication. A senior staff member from the care team liaises with the literacy teacher for additional learning materials and up to date information about the young people's progress. In addition, the literacy teacher provides extra tuition on a weekly basis after school. The excellent communication between the school and residential staff allows for consistency in practice.

Care plans are well focused, clear, individualised and reviewed regularly. Residential pupils are actively involved in developing their care plans and in their review. This enables pupils to see the progress they have made and to agree future targets. The open and inclusive atmosphere of the school ensures residential pupils to have a strong view of school life. A number of opportunities are available for pupils to express their views and opinions; through daily informal conversations or focused key working sessions. In addition, pupils can participate in the school council where they can raise suggestions. Pupils confirm the school listens and takes action on many of the suggestions raised; such as new sports equipment and activity choices. These avenues enable residential pupils to feel that their views are valued and respected and that they have an active voice and influence in the residential provision.

Residential pupils enjoy impressive catering arrangements. The head of catering provides an varied, balanced and nutritious diet. Food is fresh, made from their original source and thoroughly enjoyed by the pupils. Residential pupils receive breakfast and supper in the residential house and lunch in the school dining room. All provide for a social occasion. Residential pupils assist staff in planning, shopping and cooking evening meals in the residential unit, as part of everyday skills learning and their independence programme. Recent upgrading of the residential unit dining area has proved extremely popular with the pupils.

Residential pupils enjoy a wide range of activities both on and off site. The almost completed new build sports hall adds to the sports facilities already in place. Pupils enjoy a wide range of outdoor sports, including water sports and also enjoy playing football with staff and their friends. Those less sporty can participate in other activities such as the cinema and drama classes. As a result they are able to be involved in activities they may not otherwise participate in and develop skills they did not know they had. This in turn raises their self-esteem and confidence.

Residential accommodation is of a high standard with comfortable living areas, a newly refurbished kitchen and dining area. Residential pupils are able to personalise their own rooms with pictures and posters. The communal areas allow them the opportunity to share meals together, play games or watch television. Residential pupils say they enjoy the house and feel very comfortable there. There is an on-going programme of redecoration and refurbishment that shows the school's commitment in ensuring pupils continue to benefit from high standard residential accommodation.

Residential pupils' safety

Outstanding

Safeguarding is a high priority across all aspects of the school. The school is proactive in implementing and sustaining excellent safeguarding practices. Leaders and managers who take a

lead in child protection and safeguarding are knowledgeable and experienced. They have developed excellent working relationships with external agencies. As a result, allegations and concerns are managed effectively. The child protection designated officer and senior leaders are not afraid to challenge external agencies to ensure they provide maximum protection for the pupils and maintain a safe environment for its pupils. The school is subject to an annual safeguarding audit carried out by Hampshire County Council. The school employs a qualified social worker who works collaboratively with the designated child protection lead, the residential team of staff and directly with families. Staff receive good quality training on all aspects of safeguarding, including e-safety and child sexual exploitation and are alert to possible concerns. As a result, pupils consistently report that they feel safe in the residential provision with their safety and well-being a priority for staff.

Residential pupils benefit from positive and proactive behaviour management strategies that are consistently applied. Staff are very well informed of the behaviour targets set and manage challenging behaviours consistently and effectively. Pupils acknowledge the great improvement in their behaviours since being at the school. Parents also comment favourably about how their child's behaviour has improved. A clear policy on the use of physical interventions is implemented. All staff are trained in the use of physical intervention, although the focus is on de-escalation rather than physical intervention. The decrease in the use of physical interventions is significant and is due to the behaviour strategies in place. Excellent records are kept that are reviewed by senior staff for analysis to inform changes in behaviour management strategies. Pupils know what is expected of them in regards to behaviour and understand the strategies put in place to enable change.

Countering bullying is threaded throughout the day-to-day life at the school. The school includes a variety of potential bullying areas such as racism and cyber bullying into its education programme. Pupils are confident in reporting any incidents of bullying in the knowledge that action is quick and effective. In 2014, the school received a nationally recognised award acknowledging the work the school council has carried out around combating bullying. As a result bullying is a rare occurrence.

Strategies put in place to minimise the risk of actual or potential risks in relation to behaviours, activities or the environment are effective. Care and behaviour management plans identify individual risks and the protective factors needed. Risks are monitored and reviewed regularly. There are no reported incidents of pupils going missing due in the main to the high levels of staff supervision. Local protocols are in place if such incidents occur.

The school provides a safe environment where all necessary health and safety checks are undertaken. Fire drills take place on a regular basis. This ensures residential pupils understand emergency procedures and know what to do if a fire occurred. A thorough and effective recruitment process ensures that all prospective members of staff have background checks carried out before they start work at the school.

Leadership and management of the residential provision Outstanding

The leadership and management of the school is outstanding. A very experienced team of senior staff provide oversight of the running of the school and especially the residential provision. Senior leaders have worked at the school for significant periods and provide stability to both pupils and staff. The school meets the aims and objectives of its statement of purpose. This provides professionals with information so correct placements are made. Staff are also clear about the ethos of the school.

The residential provision is at the heart of the school. Staff, parents and pupils are extremely praising of and value the boarding provision and its contribution to pupils' personal, social and

academic development. The leadership and management of the residential provision is highly effective. Experienced managers and senior staff, provide expert support and guidance to a cohesive team of staff. The staff team, mostly male, but of a good age mix, provide excellent role models. Staff enjoy their work and the time they spend with the residential pupils. A member of staff said 'I love my work here and seeing the boys develop so much is great'. There are always sufficient numbers of experienced and qualified staff on duty, including senior leaders who are on call across the school week. Leaders consistently apply high expectations for pupils and staff. The strong flow of communication throughout the school results in excellent organisation of the provision. As a result pupils engage in their education and social life with the knowledge they are being well cared for by experienced and professional staff who are very well supported.

The school has an accurate self-evaluation of its performance and is keen to develop further in line with changing legislation. Leaders are very well informed of the changes to the Residential Special School framework soon to be implemented. Monitoring visits to the residential provision take place every half term with governors visiting very regularly. They provide feedback of their findings to the head teacher. Suitable action is taken as a result of these visits. The school is able to focus on the 'here and now' and make plans for the future development of the residential provision.

Staff receive excellent supervision from senior staff who know them well. The excellent programme of staff training is continuing to be developed to meet the changing needs of the pupils. Leaders and governors regularly review policies and procedures to ensure they meet current guidance, local practices and legislation. Records are safely stored ensuring confidentiality.

There is a clear policy and procedure in place for managing complainants. The school maintains a complaints log. Entries are extremely low as a result of the excellent communication between the school and parents and carers which enables concerns to be acted on quickly. Residential pupils can voice their feelings via the 'gripes and grumbles' system that is effectively used and managed, again numbers are extremely low.

Feedback from parents is highly complementary about the progress their children make and the benefits children gain from the residential provision.

Areas for improvement resulting from the last inspections have been considered and acted on. There is now a clearer system for clarifying named social workers for child protection referrals, specifically for those pupils with no allocated social workers. A separate behaviour management policy is now in place in the residential provision. The action shows the school's commitment to developing further.

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	116603
Social care unique reference number	SC012456
DfE registration number	850/7014

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	17
Gender of boarders	Boys
Age range of boarders	11 to 14
Headteacher	Mr Gareth Evans
Date of previous boarding inspection	27/11/2013
Telephone number	02380 266 633
Email address	paula.rickaby@lakeside.hants.sch.uk

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