

Chaigeley Educational Foundation

Chaigeley School, Lymm Road, Thelwall, WARRINGTON, WA4 2TE

Inspection dates	16/03/2015 to 17/03/2015	
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	Outstanding	1

Summary of key findings

The residential provision is good because

- The headteacher leads on setting core values and principles. These are embedded into practice and based on an ethos of wanting to get it right for every child. Governors know the school well and are very clear about the schools strategic direction.
- All staff are committed to helping the residential pupils to make progress to overcome their difficulties. Care staff are particularly sympathetic to the diverse and complex needs of residential pupils and tailor their care to match individual needs.
- Residential pupils feel safe and supported which is made possible by the professional relationship established with staff. The staff help residential pupils to have self-respect, feel secure and confident enough to deal with everyday challenges.
- Self-evaluation is an integral part of aiming for excellence within the school. This is outcome focused and used successfully to achieve notable and tangible improvements in performance of the school as a whole and in enhancing outcomes for residential pupils.
- Residential pupils' attendance increase as a direct result of them choosing to stay at the residential provision. They receive all the necessary help and support they need to enhance their learning, develop life skills and have their emotional well-being safeguarded. There are strong lines of communication with parents to ensure they are fully involved in every step of the way in their child's progress.

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

This inspection was announced on the morning of the inspection. The inspector visited the residential accommodation during two evenings, spoke to residential pupils and staff, including key staff with responsibility for the residential provision. The inspector gathered views from the chair of governors, parents and professionals. The inspector also observed practice in the residential provision and scrutinised school policies and records.

Inspection team

Michelle Moss

Lead social care inspector

Full report

Information about this school

Chaigeley School is a non-maintained special school for 36 boys and girls aged 8-16 years, of whom four reside at the school during term time. The residential accommodation is provided in three units, however, only two units are currently operational. The maximum number of residential beds is currently set at 4. The school is situated on the outskirts of Warrington and caters for young people with behavioural, emotional and social difficulties. The residential provision was last inspected in February 2014.

What does the school need to do to improve further?

- develop the school's procedures for missing from home and care to ensure links are made with both local 'missing child' (RMFHC) protocols and those of any placing authority.

Inspection judgements

Outcomes for residential pupils

Good

Residential pupils are achieving good outcomes with some outstanding features. They are using their experience to the full to develop skills, confidence and self-esteem to progress successfully both in their learning and overall development. They increasingly use the support of staff to recognise personal trigger points that can cause their behaviour to escalate. Staff will use de-escalation strategies to help pre-empt or limit problematic behaviour escalating.

Residential pupils acquire the skills and knowledge to develop life skills that prepare them for life after school. This includes completing life skills accredited awards. They work conscientiously and co-operatively with staff and each other to self-regulate behaviour and to remain polite and courteous. This self-regulation of behaviour helps to reduce their risk of re-entering the youth justice system.

Residential pupils take up the opportunities to develop personal and social skills, and spend time in freely chosen leisure activities. This includes attending youth clubs, swimming, to trips to parks and beaches. Individual residential pupils hold positive memories of trips and fondly engage in conversations with care staff of their past adventures. New residential pupils' willingness to participate in community activities is a significant milestone for them and demonstrates their pace of progress in a short period of time. As their confidence grows, they are more accepting of support and in turn, begin to thrive educationally, physically, emotionally and socially.

Established residential pupils take pride in their learning journey, reflecting on achievements. They are strong ambassadors for the school, with a sense of pride over their association.

Quality of residential provision and care

Good

The quality of residential provision and care is good, with some outstanding features. They experience genuine care from a consistent, stable and trusting care staff team who are committed, well trained and experienced. The level of trust between residential pupils and staff means each one is supported to feel safe, protected and valued. Staff are alert to their emotional, physical and social needs and actively promote their personal and social development.

Placement plans are matched to the needs of residential pupils. The plan brings together health, social and educational needs. Plans are frequently audited and reviewed. Integrated placement plans with plans from placing authorities are beginning to develop and create an opportunity for more comprehensive, personalised care planning.

Meticulous attention is given to ensuring medication important to residential pupils' health is administered in accordance with the prescribing doctor's instructions. Health plans are used effectively to ensure all care staff stay informed about the health needs of each individual residential pupil and in doing so promote their physical, emotional and mental health.

Care staff encourage residential pupils to take an interest in looking after their health and promote healthy ways of living. For example, care staff discourage smoking and encourage residential pupils to access smoking cessation schemes where they can receive support and advice on stopping smoking.

Residential pupils arrive to the school with considerable emotional and behavioural needs. The various services within the school, including mentoring and therapeutic services, help to play a role in supporting residential pupils to overcome their past difficulties.

Staffing levels are sufficient to meet the individual needs of residential pupils. All shifts start with handovers to enable care staff to receive briefings on the residential pupil's school day. The residential environment is welcoming, orderly and comfortable. Care staff ensure every effort is made to consider residential pupils' privacy.

The views of professionals about the provision of care are positive. For example, a social worker has been impressed by the fact the school has seen the young person very much as an individual.

Residential pupils' safety

Good

The school has good arrangements in place to keep residential pupils safe. One outstanding feature is the consistent approach to managing behaviour throughout the school. Consistency of practice is highly successful at promoting high standards of behaviour and safety. For example, care staff are highly skilled in deploying techniques such as de-escalation and redirection to help residential pupils self-modify behaviour. By utilising these skills, physical intervention is always seen as a last resort and is a rare occurrence in the residential provision.

Everyone, including care staff, teachers, assistants and governors, are trained in safeguarding at levels that reflect their responsibilities within the school. In addition, risk assessments are completed to enhance safeguarding. This includes having individual risk assessments for missing from care. The knowledge of care staff about local joint protocols is a point for improvement, although they are aware of individual vulnerabilities and know how to report to if a pupil goes missing from care.

Recruitment and selection procedures are robust and create a high threshold to deter any unsuitable workers gaining access to children and young people. These include ensuring all pre-employment checks are obtained and scrutinised before any appointment is confirmed. The school aims to provide a safe and caring environment for residential pupils. This includes completing regular checks from fire to water safety.

Complaints procedures are clear, effective, user friendly, and are readily accessible to residential pupils. This enables them to exercise their rights by raising things they feel are not right, with the confidence someone will act on their concerns.

There are clear policies and procedures for dealing with the safe use of the internet, which are implemented effectively. These measures ensure residential pupils are protected whilst still being able to use social media during their time at the residential provision.

Leadership and management of the residential provision

Outstanding

The leadership and management of the residential provision is outstanding. The headteacher and head of care and staff model professional standards in all of their work and demonstrate high levels of courtesy and respect for others. As a result, the school is a caring and cohesive community.

The headteacher seeks out and develops productive partnerships in the immediate and wider community and has a very good relationship with residential pupils, parents, staff and appropriate agencies.

The headteacher and the head of care, supported by the governors, have an in depth understanding of the integral role of the residential provision on enhancing learning and promoting the well-being of pupils at the school. The school has an ethos of team working and professional engagement. This extends to effective working between senior leadership, teaching

staff, care staff and the therapeutic service. This professionalism means the holistic needs of pupils are met.

The care staff fully deploy their responsibilities in a manner that treats every residential pupil with dignity, respect, sensitivity and fairness. There is an excellent balance of experience among the care staff. Individual members are well qualified and taken as a whole; they have a range of qualifications, skills and training relevant to their responsibilities and the needs of residential pupils. All care staff receive regular supervision and annual appraisals to ensure their own personal developmental needs are monitored and reviewed.

Staff come together to share understanding and vision for developing the school, through common priorities and practice all centred on the pupil. One specific piece of work has involved developing a creative pathway plan for the vision of the school. At the heart of this vision are pupils, including those that wish to take advantage of the residential provision.

The school has strong and productive links with local authorities, youth offending services, local authority designated safeguarding officer (LADO) and social workers. The school often leads on working together to ensure residential pupils are fully supported. For example, a social worker commented, 'My experience has been wholly positive in that we have developed a well thought out plan of intervention which has been good evidence of multi-agency working and I would consider to be inclusive of the young person and his family.'

All required policies and procedures are in place and known by those required to implement them. Records that are required to be maintained are comprehensively completed and stored securely. For example, complaint records, physical interventions, incidents and sanctions logs are all detailed and optimise opportunities to secure the views of pupils. Areas for improvement from the last inspection have been met. This has included developing a policy around the use of surveillance monitoring.

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	111498
Social care unique reference number	SC027019
DfE registration number	877/7100

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	4
Gender of boarders	Mixed
Age range of boarders	8 to 16
Headteacher	Mr Antonio-Munoz Bailey
Date of previous boarding inspection	13/02/2014
Telephone number	01925 752357
Email address	admin@chaigeley.org.uk

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