

St Rose's School

St. Roses Special School, Stratford Lawn, STROUD, Gloucestershire, GL5 4AP

Inspection dates	23/03/2015 to 25/03/2015	
Overall effectiveness	Good	2
Outcomes for residential pupils	Outstanding	1
Quality of residential provision and care	Outstanding	1
Residential pupils' safety	Good	2
Leadership and management of the residential provision	Good	2

Summary of key findings

The residential provision is good because

- The residential experience enables pupils to make significant progress in their personal development. They grow in confidence and independence supported by an outstanding quality of care from dedicated staff. Collaborative working from residential staff, therapists, nurses, teaching staff and support staff ensure that residential pupils benefit from a stimulating environment.
- The provision for safeguarding residential pupils' welfare is given a high profile throughout the school. Leaders and managers work well as a team and with other agencies for the safety of pupils. Risks are managed well by staff to provide a safe environment without stifling the opportunity for residential pupils to take part in varied activities.
- Effective leaders strive for school improvement. Now the governing body has confirmed the future of the school, leaders and managers have a continual focus on its development. The residential provision is valued within the school. It is extremely well managed and plays a key role in supporting pupils with complex needs and disabilities.
- Residential pupils enjoy their stay at school where they feel safe and supported. Parents are very complimentary about this provision and extremely satisfied with the progress their children are making.
- All the national minimum standards are met. Areas for the school to improve relate to record keeping, policies and the reports by governors.

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 at 09:00 on 03 March 2015 and then had to be postponed due to a power failure at the school. Announcement occurred again at 09:00 on 23 March 2015 and the inspection commenced three hours later. Inspection activities included discussions with residential pupils, parents, the head of care, the lead nurse, the headteacher, care staff, night staff, the therapeutic team, nursing staff, catering staff, the independent visitor and a governor. Key documents and policies were reviewed. Meals were sampled with pupils and a tour undertaken of the residential accommodation and school facilities. Ofsted received survey responses from parents on behalf of residential pupils and from staff. The inspector viewed entries on Parent View.

Inspection team

Clare Davies

Lead social care inspector

Full report

Information about this school

St Rose's School is a co-educational, non-maintained, Roman Catholic day and residential school. It provides a service for children with physical disabilities and associated sensory, communication and learning difficulties. Some children have complex health care issues and 24 hour nursing support is available. Children are aged between two and 19 years.

The school is located in Stroud, Gloucestershire. There are 32 pupils on roll in the school and at the time of this inspection eight were accessing the residential provision. The school offers flexible boarding arrangements from one to four nights each week during term time. Occasional weekend care and a programme of activities in the school holidays is also provided. Residential accommodation is in one building attached to the main school. The post 19 provision with accommodation on the school site is inspected by the Care Quality Commission.

The residential provision was last inspected in February 2014.

What does the school need to do to improve further?

- Review the policies and recording systems relating to behaviour management, accidents and incidents.
- Ensure that the monitoring reports completed by governors include an evaluation of their findings.

Inspection judgements

Outcomes for residential pupils

Outstanding

Outcomes for residential pupils are outstanding. Parents and pupils report high levels of satisfaction with comments such as; 'The staff are wonderful and the care (my child) receives is fantastic.' 'I really enjoy my overnights at St Roses. I feel safe and secure while I am there because the staff are absolutely brilliant.' Throughout this inspection, parents and staff consistently refer to the family atmosphere in the residential provision, where children and young people are treated with dignity and respect.

The inclusive environment provides security and comfort where residential pupils grow in confidence being away from home and develop new skills. Residential pupils benefit from the sensitive care and support staff provide. They develop strong and positive relationships with staff members and each other, forming friendships as they increase their social skills and communication. Staff and parents can readily provide examples of progress that residential pupils have made. Independence at meal times, the ability to undress and manage personal care, improved sleep patterns and the ability to communicate are achievements made by residential pupils. Small steps can equate to big progress given the severity of residential pupils' disabilities.

Residential pupils are supported to access a range of communication aids. The therapists develop social stories with photographs and picture symbols to more complex use of technology such as computer programmes responding to eye movements. All staff are proactive and imaginative in supporting residential pupils to increase their skills in communication and consequently improve their choices and access to learning. The catering manager has improved the menu by displaying photographs of the meal on offer.

Residential pupils are settled into the routines of school life and rarely display challenging behaviour. In contrast, they are happy and enjoy the residential experience whether it is for one night or a full week. There is a sense of identity amongst the residential group as they share mealtimes together and socialise. Friendships often continue after pupils have left the school. For example, a small group of residential pupils went out to visit friends who are now in a residential college. This provides a social opportunity for pupils and an insight into what is on offer once they have left school as young adults.

A full and adventurous activity programme is provided and ensures there is a lot to do after the school day. Some activities that residential pupils enjoy are; using the trampoline, cooking, arts and craft, horse riding, ball games, yoga and Scouts. The school is near a town centre where residential pupils like to go to the cinema and bowling, use cafes and shops. Staff challenge the barriers to disability ensuring residential pupils can have access to facilities and resources similar to their peers. Daily blogs are maintained and capture photographs and a diary of residential pupils events. These excellent child-centred documents provide memories for residential pupils and show parents what they have been doing, and achieving, while resident at school.

Residential pupils have their health and medical needs met by a multi-disciplinary team of therapists and nurses. Particular attention is provided to meet the sensory needs of residential pupils. Individual programmes and 'sensory diets' enable pupils to access their learning more effectively.

A strength of this school is the management of transitions. Residential pupils and their families benefit from sensitive arrangements on entry to the school and subsequently when it is time to leave. Residential pupils are supported in their independence regardless of the restrictions their disability may pose. For example, where pupils are unable to physically do things independently they are fully consulted to enable them to make their own decisions and choices.

Quality of residential provision and care

Outstanding

The quality of the residential provision is outstanding. Residential pupils benefit from an effective induction to this school where they can progress at a pace that is comfortable for them and their families. On occasion, this process can take months before a residential pupil feels confident enough to sleep overnight. Family members are fully involved in the transition to this school, providing pupils with consistency and reassurance. They report how effective the personalised induction to the residential provision has been for their children with positive outcomes.

All staff are dedicated and committed to their work and place the wellbeing of pupils at the centre of their practice, regardless of their role. The staff team are a real strength of the service with such an inclusive approach focusing on the children and young people. Therapists work alongside care and education staff and devise programmes of therapy to support pupils. This collaborative working is reported as 'valuable' by the residential staff who appreciate having a therapy team on site. Therapists continue to provide some support in the school holidays visiting residential pupils at home. This extension of care and support is welcomed by parents. For example, interventions provided by physiotherapists contribute to residential pupils remaining stable in their health and mobility. Strategies to support residential pupils with eating and drinking are provided by the speech and language therapists. These personalised programmes support them in their independence, where possible, and to eat and drink safely when at risk of choking.

The provision for the management and administration of both routine and emergency medication is excellent. Nursing care is provided 24 hours a day. The skills and expertise of nursing staff enable children and young people with complex health needs to experience a residential placement away from home. Nurses work closely with residential staff and therapists to deliver personalised medical care and treatment. Medical consultants and specialist services visit the school to hold their clinics. This avoids the upheaval of travelling off site for the appointment and allows school staff to be part of the team around the child where they can contribute to the assessments and reviews along with parents.

Nursing staff are trained in the management of epilepsy, gastrostomy and other medical conditions. The successful clinical management of pressure areas and acute chest problems has led to the prevention of hospital admissions for some residential pupils. The lead nurse has undertaken some advanced training in order to deliver training to the nursing and care staff. In addition, the lead nurse is involved in county wide projects such as reviewing the policy on gastrostomy within the health authority.

Personalised care planning is provided which promotes residential pupils dignity and respect, particularly in relation to intimate care practices. Care plans are detailed and reflect the integrated approach from the different professionals involved. There is an effective use of photographs to inform all staff on the correct positions required for maximum benefit for residential pupils. For example when sleeping, at meal times and when using equipment such as hoists and wheelchairs. These excellent documents provide clear guidance to staff and ensure that the care they provide is individual and safe for each pupil. Child friendly versions of care plans are created using colourful images, photographs and symbols. Care plans include the religious and cultural needs of each residential pupil, this addresses a shortfall identified at the last inspection.

An extensive range of activities are available to residential pupils through the resources and facilities on site such as, the hydrotherapy pool, trampolines, sensory room, sensory garden and a wheelchair swing. Residential staff have undertaken specific training to support the residential pupils use of the trampoline safely. Most residential pupils attend the Scout troop that meets weekly at the school where they work towards achieving badges and participating in the activities

of the Scout movement.

The residential accommodation has limitations given it is an old house. A lot of effort by staff ensures that the residential area is colourful and welcoming with personalised decoration to bedrooms. A lift provides access to the first floor, though narrow corridors pose some difficulties for those pupils who operate their own electric wheelchairs. Residential pupils report that they like staying at school and being with their friends.

Residential pupils' safety

Good

Residential pupils' safety is good. Safer recruitment procedures are followed ensuring that all staff and volunteers are suitably checked before they begin to work with children and young people. In addition, the headteacher undertakes random audits of these records to ensure consistency and compliance is maintained.

Safeguarding is a priority within the school. All staff receive regular training on child protection and safeguarding matters, effectively supported by a team of designated staff who are trained to a higher level commensurate with their additional responsibilities. The designated safeguarding staff attend events and training held by the local authority to receive updates and network with other professionals. Procedures are well understood by all staff who have a great awareness of the particular vulnerabilities of children with disabilities. The safeguarding policy has recently been updated and requires approval from the governing body before being published on the school website.

Positive behaviour is promoted through praise and reward. Distraction techniques and de-escalation are effective methods used by staff resulting in pupils being able to calm down when they become upset and distressed. Consequently, physical intervention is not used for behaviour management. Sanctions are rare, enabling pupils to apologise and make amends if they have the appropriate level of cognitive understanding. Leaders and managers have record systems in place should the need arise for physical intervention and sanctions. However, these recording systems would benefit from a review alongside policies for behaviour management and incidents as many fail to cross reference to each other.

The environment is physically safe where matters of health and safety are routinely checked by staff. Fire safety is promoted by trained staff and regular checks of fire detection equipment is completed. Staff have experienced being evacuated down the stairs on a special sleigh to avoid using the lift. This experience equips them with action to take, and to empathise what this would be like for residential pupils in an emergency. Personal emergency evacuation procedures identify what arrangements are necessary, taking into account each residential pupil and their disability.

Overall, residential pupils benefit from a safe environment providing a positive impact on their welfare. Risk assessments relating to the accommodation and for trips and activities identify likely risks and how they can be reduced or eliminated. This school is not risk adverse and ensures that residential pupils are given opportunities to take measured risks as part of their growth and development, regardless of their disabilities.

Leadership and management of the residential provision **Good**

The management and organisation of the residential provision is good. The cohesion of the senior leadership team is effective in driving forward the development of the whole school and ensuring that the residential provision is an integral component. Since the last inspection, there has been a period of uncertainty as the Trustees considered the viable future of the school. In November 2014 it was announced that the school would not close and a business development plan was

adopted. Despite being an anxious time for staff and parents, it is a notable strength that their focus on the safety and well-being of pupils did not waiver and their commitment remained paramount. The points for improvement raised at the last inspection have been implemented.

Very recent changes to the governing body, including the appointment of a permanent chairperson, will now provide the consistency and focus that is required to implement a development plan. Governors visit the residential provision each term and report on their findings. These reports have identified some minor issues for improvement and promote the benefit of gathering the views from outside of the staff team. However, they lack a full evaluation of the information gathered during the visits and consequently have minimal impact on the monitoring of the provision.

Residential staff are experienced, skilled and qualified to deliver personal care and supervision to the pupils. They work effectively in collaboration with education staff, support staff, nurses and therapists. Regular supervision and annual performance reviews are held to monitor their work and identify any training needs. Professional development is strongly encouraged through a range of training opportunities such as online courses, in-house training and access to local colleges.

The school values individuals and celebrates difference. Spiritual, moral, social and cultural development is promoted through the Christian and Catholic ethos of the school where pupils of all faiths and none are welcome. Residential pupils are made aware of equality and diversity issues through music, food, festivals and sport. They develop a social awareness by taking part in charity events to raise money for local, national and international causes.

Many staff have worked here for 10-20 years, some even longer. They demonstrate an enthusiasm for training and an eagerness to strive for best practice. When asked if there are any aspects of the residential provision to improve, staff members struggled to identify any particular area but all commented that there is always something that can be improved upon. This is a good example of established team members willing to learn and embrace new initiatives. Such positivity transfers into a 'can do' attitude amongst staff and residential pupils.

Leaders and managers monitor the quality of the residential provision to inform their self-assessment. They seek the views of parents through surveys and discussions. Residential pupils are consulted to contribute to the developments of the school. They have selected the colours for redecoration in the accommodation and the colour of the new vehicle that has been ordered.

Residential pupils have the opportunity to meet with and contact an independent visitor. As a former member of staff this person is known to pupils and has the skills to effectively communicate with children and young people with disabilities. Residential pupils are provided with a complaints procedure in a format they will understand using symbols and pictures. There have been no complaints from pupils or parents since 2011.

Parents report high levels of satisfaction and say staff are responsive to any issues they raise. Communication with parents is regular and open. Parents say, 'we trust the staff', 'I have absolute confidence in the staff, my child is safe there' and 'I am always made welcome, there is someone for me to talk to'.

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	115813
Social care unique reference number	SC034383
DfE registration number	916/7006

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 Special School
Number of boarders on roll	8
Gender of boarders	Mixed
Age range of boarders	16 to 19
Headteacher	Mr Jan Daines
Date of previous boarding inspection	24/02/2014
Telephone number	01453 763 793
Email address	admin@stroses.org.uk

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